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ABSTRACT

Information submitted by state education agencies in a survey concerning limited-English-proficient (LEP) populations and available educational services in 1991-92 is summarized. The report contains data in tabular and graphic form with some narrative analysis. An introductory section describes the national study and state surveys, data limitations, and report's structure. Subsequent sections detail the enrollment of LEP students in elementary and secondary schools, the educational condition of this population (retention and dropout rates, academic test performance, and data limitations), methods and criteria used for identification of LEP students, and educational programs for LEP students at the federal, state, and local levels, including enrollment data. Appended materials include the state survey data review procedures, supplementary tables by state, and the survey form. (MSE)

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Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1991-1992

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Executive Summary

The purpose of this report is to summarize the information submitted by State Education Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Education Services (SEA Survey) for the 1991-92 school year.

The SEA Survey is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the state and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.

As a result of careful examination and review of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1991-92.[1] It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in a 1991 report to OBEMLA prepared by Atlantic Resources Corporation about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.

Enrollment of LEP Students

The number of LEP students enrolled in public and nonpublic schools continued to increase in 1991-92. The 2,431,000 LEP students in 1991-92 represent an increase of almost 200,000 students compared to the prior year, and nearly 880,000 more LEP students in

[1]Surveys were received from 46 states, the District of Columbia, American Samoa, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands. Pennsylvania, Virginia, West Virginia, and Guam did not participate in the SEA program, while Arkansas initially participated in FY 1992 and will not be required to file a Survey until FY 1993.

comparison to data reported for 1986-87, just five years earlier. As of 1991-92, LEP students comprised over 6 percent of the public school enrollment of students in grades K-12.

California enrolls the largest number of LEP students, 1,079,000. More than one in five of the public school students in the state are LEP, and the state accounts by itself for about 46 percent of the nation's LEP students. New Mexico also identifies 21 percent of its public school students as LEP students; Alaska, Arizona, and Texas each identify about 10 percent; and eight other states identify between 5 and 10 percent of their public school students as LEP.

Educational Condition of LEP Students

Lack of full response by the SEAs to the SEA Survey makes it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states.

Twenty-eight SEAs, which enroll a total of 422,327 LEP students, indicated that 9,642 LEP students, which is about 2.3 percent of their LEP students, were retained in grade during 1991-92; 31 SEAs, enrolling 593,202 LEP students, reported 11,864 LEP students, or about 2.0 percent of their states' LEP students, dropped out during that year.

Data about the performance of LEP students on tests covering academic areas are particularly questionable because information is provided only about the number of LEP students who score below state norms. The total number of LEP students tested, the total number eligible for testing but who were not tested, and other contextual data (such as the basis of the state norm for those reporting) that are needed to interpret the number of students reported are not available. Results for reading are provided by 30 SEAs, for mathematics by 26 SEAs, and for either science or social studies by 11 SEAs each. Those SEAs reported about 274,000 LEP students scored below state norms in reading, about 178,000 in mathematics, and both science and social studies saw about 112,000 scoring below state norms.

Identifying LEP Students

Who is identified as a LEP student depends on the definition of limited English proficiency and the method used for assessment. Most of the 46 SEAs that reported a definition base their definition of LEP status on a combination of a non-English language background and difficulties with speaking, reading, writing, and/or understanding English. This is not surprising since those criteria are at the heart of the federal definition of limited English proficiency. Non-English background is cited by 39 SEAs, and problems with speaking, reading, writing, and/or understanding are reported to be part of the definition of LEP status in 28 states. In 7 states, the SEA reported that defining LEP students was a local educational agency level concern.

All the 52 SEAs that provided information about the tests and other methods used to identify LEP students in their states indicated that multiple methods were used; on average, SEAs reported use of more than 8 methods, with a range from 2 to 12 for the 12 methods listed on the SEA Survey. More specifically, 51 SEAs used language proficiency tests, 48 used home language surveys, 43 used teacher observation, 41 used information from parents, and 40 or fewer SEAs used one or more of the 8 other methods listed on the SEA Survey.

Educational Programs for LEP Students

Nearly 1.9 million LEP students attending public or nonpublic schools were reported to be enrolled in special programs during the 1991-92 school year designed to meet their educational needs. Among public school students, 79.1 percent were enrolled in special programs, and 26.5 percent of nonpublic students were enrolled in special programs.

The largest proportions of LEP students were served in state and local programs, with those programs reportedly serving 49 percent of all LEP students. Among federal programs, Chapter 1 enrolled about 32 percent of LEP students, special education enrolled about 6 percent, and the Chapter 1 Migrant Education Program enrolled about 8 percent. The State Survey data suggest that the federal Title VII bilingual education programs enrolled about 262,000 LEP students. State and local bilingual education programs were reported to enroll 1,181,800 students, and ESL-only programs enrolled 647,000 LEP students. The SEAs report that more than 526,000

K-12 students, about 22 percent of all LEP students, were not enrolled in programs to meet their special educational needs during 1991-92.

1

Introduction

The purpose of this report is to summarize the information submitted by State Education Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Education Services (SEA Survey) for the 1991-92 school year. Data from earlier years' surveys are included as appropriate.

Submitting the SEA Survey is required of all SEAs participating in the State Education Agency Program of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The State Education Agency Program (SEA Program) is authorized by Part B, Title VII (Bilingual Education Act), Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297.

Part B of the Bilingual Education Act provides for data collection, evaluation, and research activities. Funds shall be used for--

(1) collecting data on the number of limited English proficient persons and the services available to such persons,

(2) evaluating the operation and effectiveness of programs assisted under this subchapter,

(3) conducting research to improve the effectiveness of bilingual education programs, and

(4) collecting, analyzing, and disseminating data and information on bilingual education (section 3301).

The SEA Survey is one of the primary methods used to address these points, and it is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and

SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the state and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.[2]

Data requirements on the SEA Survey are focused on meeting the legislative mandate. SEAs must report the number of students and the number of LEP students separately for public and nonpublic schools. Other data for which the SEAs are responsible for collecting and reporting include: the methods used by their local educational agencies to determine limited English proficiency; educational condition of LEP students in terms of grade retention and dropout rates and relative achievement status of LEP students in math, science, reading, and other subjects; and the number of LEP students enrolled in special federal or state/local programs. The SEA Survey form also provides an opportunity for SEAs to provide explanations for wide (i.e., more than 10 percent) fluctuations in LEP enrollment compared to the prior school year. The 1991-92 SEA Survey is presented in Appendix C.

SEA Program

ED provides funds to the SEAs to assist them in carrying out the data collection, aggregation, analysis, and reporting of the data required in the SEA Survey. In addition, other activities can be carried out as long as the federal assistance supplements and, to the extent possible, increases the level of funds available for these activities. Other authorized activities may include:

> (1) the planning and development of educational programs such as those assisted under [the Bilingual Education Act];

[2]The survey form itself is approved by the Office of Management and Budget with an expiration date of October 31, 1995.

(2) the review and evaluation of programs of bilingual education, including bilingual education programs that are not funded under [the Bilingual Education Act];

(3) the provision, coordination, or supervision of technical and other forms of nonfinancial assistance to local educational agencies, community organizations, and private elementary and secondary schools that serve limited English proficient persons;

(4) the development and administration of instruments and procedures for the assessment of the educational needs and competencies of persons of limited English proficiency;

(5) the training of state and local educational agency staff to carry out the purposes of [the Bilingual Education Act]; and

(6) other activities and services designed to build the capacity of state and local educational agencies to serve the educational needs of persons of limited English proficiency (section 3302(c)).

SEA Program Funding

The SEA Program was originally authorized as part of the Bilingual Education Act during reauthorization of the Act in 1974. The amount of the SEA Program grant award for an individual SEA is based on the amount received by Local Education Agencies (LEAs) with the provisions that no SEA can receive more than 5 percent of that amount, on one hand, or less than $75,000 ($50,000 in FY 1988) on the other. The total amount awarded in the 1988-1992 period has ranged from about $5.0 million in FY 1988 to about $6.8 million in FY 1992. Most SEAs (e.g., 46 of the 54 SEA grant recipients in FY 1990) receive the minimum award. Table 1 presents the amounts awarded to each participating SEA since FY 1988.

Table 1
Title VII, Part B, Funding to State Educational Agencies (SEAs)
Award Amounts by Fiscal Year

SEA	1988	1989	1990	1991	1992
Alabama	--	--	75,000	75,000	75,000
Alaska	50,000	75,000	75,000	75,000	75,000
Arizona	119,345	176,565	164,718	188,896	209,632
Arkansas	--	--	--	--	75,000
California	1,155,982	1,181,902	1,122,895	1,445,012	1,631,542
Colorado	51,567	75,000	75,000	75,000	75,000
Connecticut	50,000	75,000	75,000	--	75,000
Delaware	50,000	75,000	75,000	75,000	75,000
District of Columbia	50,000	75,000	75,000	75,000	75,000
Florida	99,642	94,039	75,000	75,000	75,000
Georgia	50,000	75,000	75,000	75,000	75,000
Hawaii	50,000	75,000	75,000	75,000	75,000
Idaho	50,000	75,000	75,000	75,000	75,000
Illinois	106,257	101,484	84,933	116,585	111,536
Indiana	50,000	75,000	75,000	75,000	75,000
Iowa	50,000	65,583	75,000	75,000	75,000
Kansas	50,000	66,996	75,000	75,000	75,000
Kentucky	50,000	75,000	75,000	75,000	75,000
Louisiana	69,226	75,000	75,000	75,000	75,000
Maine	50,000	75,000	75,000	75,000	75,000
Maryland	50,000	75,000	75,000	75,000	75,000
Massachusetts	101,788	88,379	75,000	93,910	124,597
Michigan	161,908	107,971	87,075	84,327	86,339
Minnesota	50,000	75,000	75,000	75,000	75,000
Mississippi	51,433	75,000	75,000	75,000	75,000
Missouri	50,000	75,000	75,000	75,000	75,000
Montana	50,200	75,000	75,000	75,000	75,000
Nebraska	50,000	75,000	75,000	75,000	75,000
Nevada	50,000	75,000	75,000	75,000	75,000
New Hampshire	50,000	75,000	75,000	75,000	75,000
New Jersey	57,790	75,000	75,000	75,000	75,000
New Mexico	156,921	174,134	177,426	193,943	207,009
New York	704,233	670,725	559,448	666,197	694,788
North Carolina	50,000	75,000	75,000	75,000	75,000
North Dakota	53,760	75,000	75,000	75,000	75,000
Ohio	51,443	75,000	75,000	75,000	75,000
Oklahoma	92,533	117,621	142,919	173,247	231,878
Oregon	50,000	75,000	75,000	75,000	75,000
Pennsylvania	--	--	--	--	--
Rhode Island	50,000	75,000	75,000	75,000	75,000
South Carolina	--	--	75,000	75,000	75,000
South Dakota	50,000	75,000	75,000	75,000	75,000
Tennessee	50,000	75,000	75,000	75,000	75,000
Texas	117,624	244,468	205,602	263,196	234,575
Utah	50,000	75,000	75,000	75,000	75,000
Vermont	50,000	75,000	75,000	75,000	75,000
Virginia	--	--	--	--	--
Washington	83,330	75,000	75,000	75,000	75,000
West Virginia	--	75,000	70,400	60,000	--
Wisconsin	50,000	75,000	75,000	75,000	75,000
Wyoming	50,000	50,000	59,584	62,585	65,744
American Samoa	50,000	75,000	75,000	75,000	75,000
F.S. Micronesia	50,000	--	--	--	--
Guam	50,000	75,000	75,000	75,000	75,000
Northern Marianas	50,000	75,000	75,000	75,000	--
Palau	50,000	75,000	59,584	75,000	75,000
Puerto Rico	50,000	75,000	75,000	75,000	75,000
U.S. Virgin Islands	50,000	75,000	75,000	75,000	75,000
Overall Total	4,984,992	6,065,167	5,899,584	6,497,898	6,822,740

Source: 1988, 1989, 1990: OBEMLA (1991), p. 28; 1991, 1992: GCMS File

In recent years, SEA participation in the program has been high, but not universal. In both FY 1988 and FY 1989, 52 SEAs participated; 54 participated in FY 1990. For FY 1991 and 1992, 53 of 57[3] participated. Two SEAs have not participated during the 1988-1992 period at all, Pennsylvania and Virginia. Arkansas' initial participation came in FY 1992.[4] The only other nonparticipating SEAs during this five-year period have been Alabama and South Carolina (1988 and 1989) and West Virginia (1988, 1991, and 1992).

Data Limitations

In 1990, OBEMLA contracted with Atlantic Resources Corporation (ARC) to assess the quality of data submitted by the SEAs. That study, entitled *An Analysis of Title VII State Educational Agency Grant Report Requirements*, uncovered problems in the collection and reporting of the data and made several suggestions for changes in procedures at the SEA and OBEMLA levels to improve data quality.[5] OBEMLA acted on these recommendations by developing a new reporting form and providing training to SEA personnel to ensure that those completing the forms agreed upon procedures and definitions. The new form went into effect for the 1991-92 school year, so some of the data from that year have no direct match to prior years because of item clarifications and other changes.[6]

In preparing this report on data for the 1991-92 school year, each SEA survey was closely examined to ensure that entries were logical and appropriate. (A full description of these procedures is provided in Appendix B.) When data were missing, illogical, or inappropriate, the SEA official responsible for submitting the SEA Survey was contacted, the potential problem was

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[3]F.S. Micronesia became independent in 1991.

[4]Because FY 1992 was the first year of funding for Arkansas, no data from Arkansas' SEA Survey will be available until the 1992-93 SEA Survey.

[5]The findings and recommendations were presented to OBEMLA in 1991, and OBEMLA summarized them in the Condition of Bilingual Education, June 30, 1991.

[6]As an example of a data request that has been clarified, new directions state that the number of LEP students enrolled in programs to meet their educational needs (item I, A, 3) added to the number of LEP students not enrolled in such programs but who could benefit from participation (item I, A, 5) should sum to the total number of LEP students in the state reported in item I, A, 2. In years past, according to the ARC analysis, most SEAs interpreted this series of items quite differently and, therefore, provided non-equivalent data.

described, and the SEA was provided the opportunity to change its entry. Problems that involved errors in arithmetic were corrected as a step in data entry, and they were called to the attention of OBEMLA.

As a result of the close examination of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1991-92. It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in the ARC report about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.[7]

This report also presents some data from the 1990-91 SEA Survey. As noted, the form was changed following that year, so some items do not match. Further, it was not possible to verify potentially problematic entries on the earlier form with SEA officials, so the only adjustments made to the 1990-91 data involve correcting arithmetic errors or correcting for obvious misunderstandings of the respondents (such as adding the sum of all Title VII participants to the number of participants in each Title VII program, which results in a duplicated count).

Structure of the Report

The balance of this report is presented in five sections. The first section highlights national data about the numbers of LEP students in grades K-12 identified by the SEAs. The second section describes the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. The procedures used to identify LEP students are the focus of the third section, with particular attention paid to differences in definitions of

[7]As an example, the ARC report indicated that many SEA officials felt that the process of obtaining data on private school enrollments of LEP students is not improving or improvable; ARC concluded "[t]hat the number of LEP students reported by the SEAs in private schools gives a false impression of accuracy and completeness where such is not the case" (1991, p. 4-26). As a result, OBEMLA now requires that public and nonpublic LEP student counts be reported separately. In 1991-92, all 52 responding SEAs reported public school LEP enrollments, but only 38 reported counts for nonpublic schools.

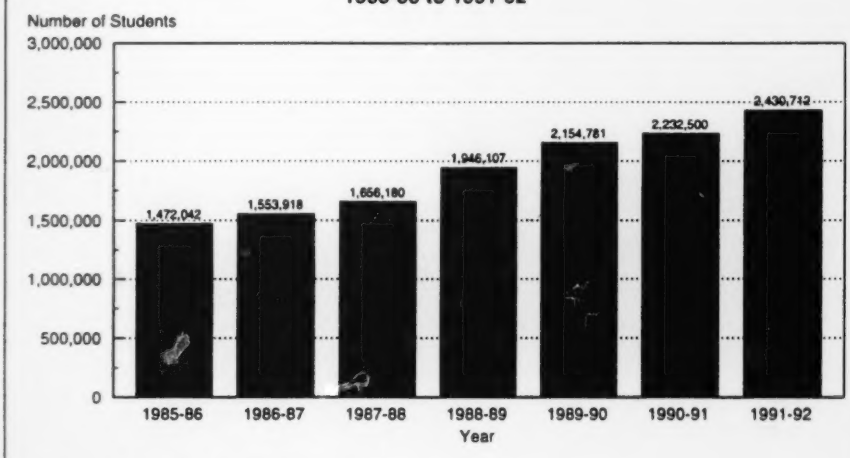
LEP status across states. The fourth section indicates how many LEP students are receiving special program services and provides a summary of the programs available to LEP students. The final section includes discussions of findings and their implications, with an emphasis on data limitations. Three appendices are included: Appendix A is a summary of the methods used to compile, review, and verify the SEA Survey data used in this report; Appendix B includes supplementary tables, by SEA, for all data summarized in the body of the report; Appendix C is a copy of the 1991-92 SEA Survey form.

2

Enrollment of LEP Students

SEAs in the U.S. and territories reported that over 2,430,000 LEP students were enrolled in public or nonpublic elementary or secondary schools during the 1991-92 school year.[8] This count is almost 200,000 larger (9 percent) than the number reported for 1990-91 and reflects an upward trend over the past several years, as illustrated by Figure 1. Since 1985-86, yearly increases in the number LEP students have ranged from a low of 3.6 percent from 1989-90 to 1990-91 to a high of 17.5 percent from 1987-88 to 1988-89. The average yearly increase in number of LEP students during this period was 8.8 percent.

Figure 1
Trends in Enrollment of LEP Students, 1985-86 to 1991-92



Source: 1985-86, 1986-87, and 1987-88, ARC (1991)
1988-89 and 1989-90, OBEMLA (1991)
1990-91 and 1991-92, SEA Surveys

[8]This reported count is not a national count of LEP students for several reasons. First, several SEAs do not participate in the SEA Program or the SEA Survey, and we can assume there are LEP students who reside in those states. Second, it is likely that some LEP students are not counted in some of the states simply because they are missed. Third, in previous years, according to the ARC report, SEA officials conceded that nonpublic school LEP students were probably undercounted. Fourth, the definition of LEP students varies across SEAs such that children counted in one state may not be considered as LEP and therefore not be counted if they moved to another state.

In the 1991-92 school year, the total number of LEP students enrolled in the nation's public and private schools increased by 9 percent over 1990-91. Three SEAs (Alabama, Oregon, and Utah) reported increases in LEP student enrollment of over 50 percent. A total of nine SEAs (18% of the total reporting) reported increases of more than 20 percent from the LEP enrollment in 1990-91. Ten SEAs reported decreases in LEP enrollment, and of these, only four reported decreases in LEP student enrollment of more than ten percent from 1990-91.

Out of the 42,791,000 total public and nonpublic students reported by the SEAs in 1991-92, 2,431,000 (almost 6%) were LEP. LEP students constituted over 6 percent of public student enrollment, while LEP students comprised only slightly more than 1 percent of nonpublic students. (Table 2)

Table 2

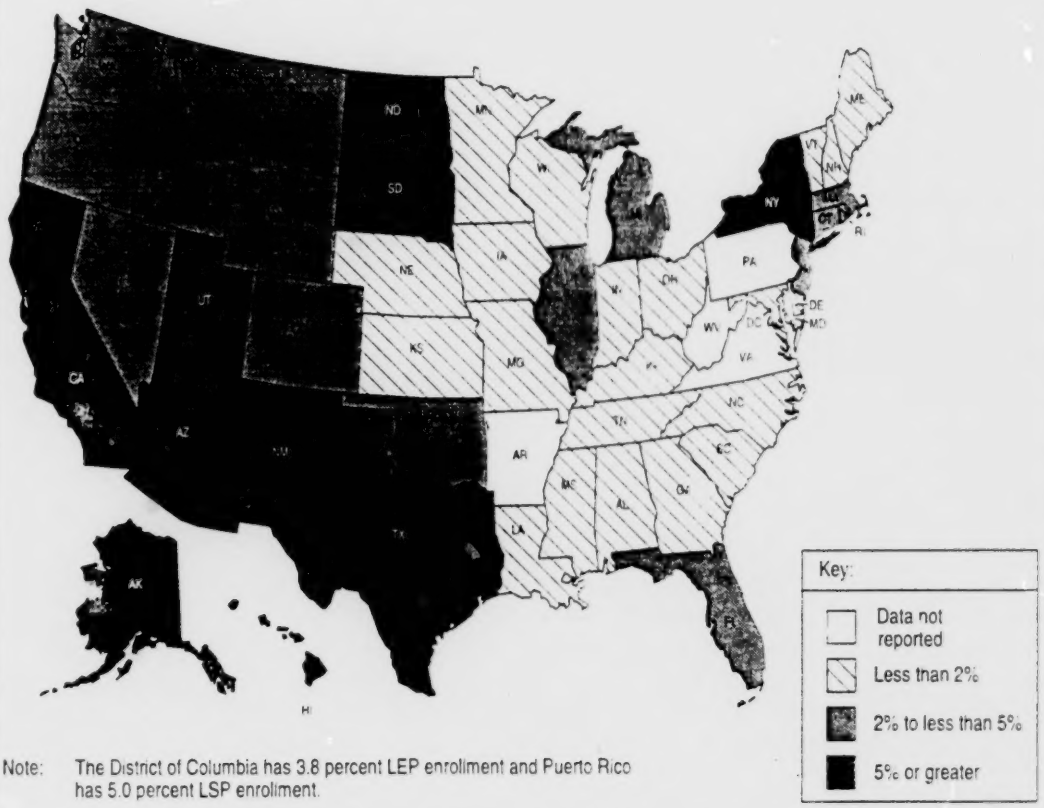
Number and Percent of Public and Nonpublic School Students
Who are Limited English Proficient
1991-92

Type of Student	Total Number	Number LEP	Percent LEP
Public School Students	38,760,857	2,380,775	6.1
Nonpublic School Students	4,030,136	49,937	1.2
Total	42,790,993	2,430,712	5.7

As shown in Figure 2, the western and southwestern states generally have higher proportions of LEP students than do states in other regions of the country. California and New Mexico had the highest proportions of LEP students, with each reporting that 19.1 percent of their total enrollments were LEP students. Three states; Arizona, Alaska, and Texas; reported LEP students enrollments of approximately 10 percent of their total enrollments. Of the states reporting, over one half reported LEP enrollments of 3 percent or less of their total student enrollments, and fifteen of these states reported proportions of less than one percent.

Figure 2

Percent LEP Enrollment by State, 1991-92



Note: The District of Columbia has 3.8 percent LEP enrollment and Puerto Rico has 5.0 percent LSP enrollment.

For the 1991-92 school year, California reported by far the largest state number of LEP students (1,079,000). In fact, LEP students enrolled in schools in California account for about 46 percent of the nation's total LEP student enrollment. Texas had the second largest number of LEP students with 332,000, and New York had the third largest with 184,857. (Appendix B, Table B1a).

3

Educational Condition of LEP Students

The Bilingual Education Act calls for grant recipients to report data on "evidence of the educational condition of the limited English proficient students, such as reading, mathematics, and subject matter test scores, and, where available, data on grade retention rates and student dropout rates" (section 7021(c)(2)(c)(iii)). Providing these data has long been a problem for SEAs; according to the ARC analysis, these items generally have had the lowest response rates. For the years that ARC analyzed, SEA response rates to the questions about dropout and retention rates were less than 50 percent. At the same time, however ARCs survey results indicated all SEA Title VII offices collected these data. The SEA respondents to the ARC survey also rated these data as being of the poorest quality of any of the SEA Survey data elements. ARC concluded their analysis of the educational condition items as follows: "[a]s currently reported the data appear to be incomplete, difficult to aggregate or interpret, and potentially misleading" (ARC, 1991, pp. 4-29, 4-30).

For the 1991-92 SEA Survey, low response rates continue to be a concern, with 31 SEAs providing data on dropouts, 28 on retention, and 30 on test performance. Lack of full response by the SEAs to the SEA Survey makes it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states.

Retention and Dropout Rates

Table 3 presents a summary across responding SEAs of the number and percent of LEP students who were retained or dropped out of school in 1991-92. The 28 SEAs providing data on retention enroll a total of 422,327 LEP students (fewer than 20 percent of the number reported by all SEAs). These SEAs indicated that 9,642 students were reported as being retained in grade;

that number is equivalent to about 2.3 percent of the total number of LEP students in their states. On an SEA-by-SEA basis, the percentage of retentions ranged from 0.1 percent to 5.4 percent (see table B2b in Appendix B); it is not clear whether this difference reflects real differences between retention patterns among states or reporting differences. The percentage of LEP students who were retained or who dropped out in 1990-91 was about the same as that reported for 1991-92.

Table 3

Number and Percent of LEP Students Who Were Retained or Who Dropped Out of School 1990-91 and 1991-92

Student Status	1990-91 LEP Students		1991-92 LEP Students	
	Number	Percent	Number	Percent
Retained in one or more grades[a/]	8,162	2.1%	9,642	2.3%
Dropped out of school[b/]	12,679	2.5%	11,864	2.0%

[a/] Twenty-eight SEAs responded to this data item.
[b/] Thirty-one SEAs responded to this data item.

Table 3 also provides a summary of dropout data, indicating that 11,864 LEP students were reported to have dropped out in 1991-92. These data are from 31 SEAs, enrolling 593,202 LEP students or about one-fourth of the nation's LEP students. The number of reported LEP student dropouts constitutes about 2.0 percent of the responding states' LEP students. Across SEAs, the LEP dropout rate ranged from a low of 0.1 percent in one SEA (and 0.3 percent in two others) to a high of 8 percent for two responding SEAs. As is the case for retentions, it is not possible to determine from the SEA Survey data whether these dropout rate differences reflect actual patterns or reporting differences.

Academic Test Performance

Data about the performance of LEP students on tests covering academic areas are also questionable because of the low SEA response rates: results for reading are provided by 30

SEAs, for mathematics by 26 SEAs, and for science or social studies by 11 SEAs each.[9] In addition, even from the reporting SEAs, too little information is provided to interpret the results. More specifically, information is provided only about the number of LEP students who score below state norms; information on the total number of LEP students tested, the total number eligible for testing but who were not tested, and such other contextual data as the basis of the state norm, what grade levels of students are commonly tested, level of the test, and so forth are not provided.[10] States may use the results of pre-existing state or local testing programs for the academic test performance data, some of which test a sample of students rather than the universe. Since states are not required to report the type of methodology used to report the performance data, it is not possible to know how many states rely on sample data for this information, nor whether the sample data are weighted or unweighted.

Table 4 summarizes SEA-reported data on the number of LEP students scoring below state norms. The 30 SEAs responding for reading reported that about 274,000 LEP students scored below state norms. For mathematics, 26 SEAs reported that about 178,000 scored below the state norm. For both science and social studies, about 112,000 were reported as scoring below state norms. Appendix Table B2c provides state-by-state information about the number of LEP students who score below state norms.

[9]Collectively, the 30 SEAs providing results for reading enroll only about 38 percent of all enrolled LEP students, and the 11 SEAs reporting results for social studies and science enroll only 18 percent of the total number of reported LEP enrollees across all SEAs that responded to the SEA Survey.

[10]The 1990-91 SEA Survey also asked the SEA to indicate how many students who were tested were above state norms, below state norms, or at the state norm; presumably, those three categories sum to the number of LEP students tested and for whom data are available at the SEA level.

Table 4

Number and Percentage of LEP Students Scoring Below State Norms, By Subject 1991-92[a/]

Subject Tested	LEP Students Scoring Below State Norms	
	Number	Percent
English Reading[b/]	273,689	29.8
Mathematics[c/]	178,300	20.2
Science[d/]	112,394	26.7
Social Studies[e/]	111,738	26.5

[a/] These data should be intepreted with caution because it is not known (1) how many LEP students were tested; (2) how many LEP students were eligible for testing; and (3) what was the basis of the state norm.

[b/] Thirty SEAs responded to this data item.

[c/] Twenty-six SEAs responded to this data item.

[d/] Eleven SEAs responded to this data item.

[e/] Eleven SEAs responded to this data item.

Educational Condition Data Limitations

The data collected through the SEA Survey may not provide a valid picture of the educational condition of LEP students for four reasons. First, the SEA response rate is too low to provide confidence that the reported data are typical of all states. This is compounded by the fact that, while a slight majority of SEAs may actually provide a response, those states enroll no more than about one-fourth of the nation's LEP students, so most LEP students' educational conditions are not reflected in the SEA Survey data.

Second, SEA reports of dropout and retention rates and test results are based on locally generated data that are reported to the SEA directly or collected from LEAs by the SEAs via surveys. The magnitude of the variations across states in the percent of LEP retention and dropouts, which appear greater than would be expected based on actual local patterns (particularly

once local data are aggregated at the state level), suggest that within-state data reporting problems may be common.

The third reason is a particular problem for dropout data: determining whether a student has in fact dropped out (rather than transferred, deceased, stopped out, etc.) is subject to different interpretations at the local and state levels. As a consequence, SEAs are likely basing their counts on different approaches to determining dropout status. Although the SEA Survey form's directions tell the SEAs not to count stopouts or transfers, determining the actual status of an individual child is not that easy.

The fourth reason is specific to the test data: too little information is provided to interpret the data that are provided. As a result, no one can look at the data on the number of LEP students scoring below state norms and draw any conclusions about the educational condition of LEP students. At a minimum, three additional data elements are needed: (1) how many LEP students were tested; (2) how many were eligible for testing; and (3) what was the basis of the state norm.

4

Identifying LEP Students

Currently, there is no federally mandated definition of limited English proficiency, and, therefore who is determined to be LEP depends largely on state and local agencies. The lack of a uniform definition of limited English proficiency has led to a wide range of identification methods and procedures used to identify students for LEP services across states, districts, and schools, and to inconsistent reporting of information on LEP students within and across states.

The federal definition of "limited English proficiency" is found in Section 7003 of the Title VII Act:

(1) The terms "limited English proficiency" and "limited English proficient" when used with reference to individuals means:

(A) individuals who were not born in the United States or whose native language is other than English;

(B) individuals who come from environments where language other than English is dominant; and

(C) individuals who are American Indian and Alaskan Natives and who come from environments where language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. In 1991-92, 44 states and outlying

areas (and/or their LEAs) used the non-English background provision, 29 used the difficulties with the four language proficiencies (speaking, reading, writing, or understanding English) provision, and 26 used both. Seventeen states used various percentile cutoffs as a criteria for determining limited English proficiency. Other factors used by states to identify LEP students include grade reports and teacher judgment.

Table 5

Type of Criteria Used by States to Identify LEP Students
1991-92
(n=51)

Criteria	Number of States	Percent of States
Non-English Language Background	44	86.3%
Difficulty with the Four Proficiencies	29	56.9%
Percentile Cutoff	17	33.3%
Local Determination	9	17.6%
Other	13	25.5%

OBEMLA believes that a thorough identification process first should involve a home language survey to determine if any other language other than English is spoken in the home. If the survey produces a positive response, OBEMLA recommends that at least one objective and one subjective measure of English proficiency should be employed. The objective measure could be a standardized achievement test. Scoring below a certain percentile ranking would signify LEP status. Subjective measures could include recommendations from parents, classroom teachers, counselors, or others with direct knowledge of the student's ability to learn and perform in an all English class (OBEMLA, The Condition of Bilingual Education in the Nation: A Report to Congress and the President, 1992).

During the 1991-92 school year, all but 4 of the reporting SEAs used a home language survey as a factor in identifying LEP students, although it is not possible to ascertain from the

SEA Survey whether it formed the basis of determining limited English proficiency. Of the subjective criteria that may have been used by states, most used teacher observation (43 states), parent information (41 states) and student records (40 states). About three-quarters of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but one state used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 37 states (including the CTBS, ITBS, SAT, and CAT) and criterion referenced tests were used by 19 states and/or their LEAs (Table 6).

Table 6

Type of Tests Used to Identify LEP Students
1991-92

Type of Test	Number of States	Percent of States
Language Proficiency Test (n=52)	51	98.1%
Achievement Test (n=52)	37	71.2%
Criterion Referenced Test (n=50)	19	38.0%
Other (n=50)	22	44.0%

In general, states use multiple criteria in identifying LEP students. In 1991-92, all of the states used at least two criteria, and about 90 percent of the states used six or more. Nine states (and/or their LEAs) used all twelve criteria.

Figure 3
Methods Used by SEAs for Identifying LEP Students, 1991-92

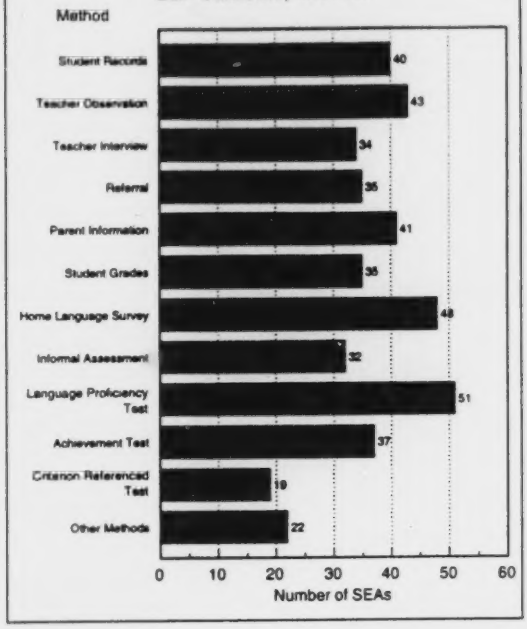
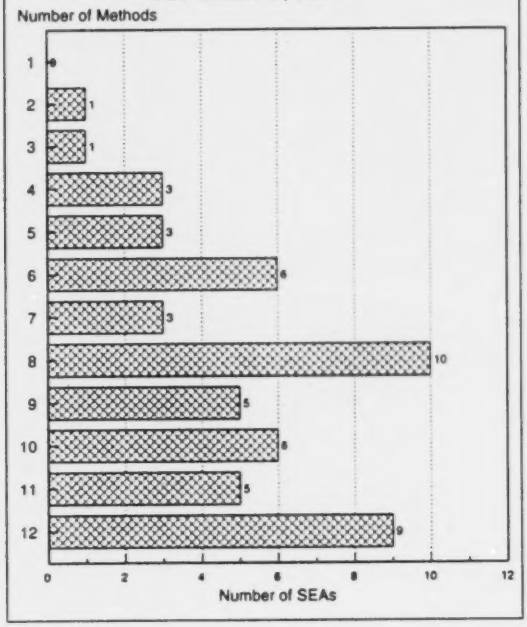


Figure 4
Number of Methods Used by SEAs for Identifying LEP Students, 1991-92



5

Educational Programs for LEP Students

Federal, State, and Local Programs

LEP students may receive services through one or more of a variety of federal, state, and local educational programs. With the passage of the Bilingual Education Act in 1968, the federal government directly addressed the educational needs of LEP students, primarily through the provision of English language instruction to low-income LEP students. As the program evolved, Congress eliminated the poverty requirements and allowed states to include instruction in the children's native language. Currently, there are five major programs designed to serve LEP children funded under Title VII (Part A)[11]:

- The Transitional Bilingual Education (TBE) Program--assists LEP students in elementary and secondary schools to acquire English language skills and also to meet the promotion and graduation standards by providing content area instruction in the native language to the extent necessary;

- The Developmental Bilingual Education (DBE) Programs--are full-time instructional programs which provide structured English language instruction and instruction in a second language. These programs must help students achieve competence in English and a second language while mastering subject matter skills;

- The Special Alternative Instructional Program (SAIP)--offers specially designed curricula to meet the linguistic and instructional needs of LEP students in elementary and secondary schools. In such programs the native language of the LEP students need not be used;

[11]A sixth Part A program, the Academic Excellence Program, is a demonstration/dissemination program that is not designed to provide direct services to children.

- The Family English Literacy (FEL) Program--assists LEP adults and out-of-school youth to achieve competence in English. Classes may be conducted in English only or in English and the students' native language. Preference for inclusion in the program is given to the parents and immediate family of LEP students assisted under the Bilingual Education Act; and

- The Special Populations Program (SPP)--assists preschool, special education, and gifted and talented programs serving LEP students.

In addition to the listed Title VII programs, LEP students may receive services under the Recent Arrival and Magnet Middle Schools priorities of the TBE and SAIP programs.

- Recent Arrival Priority Grants -- are allocated to LEAs to serve students who are part of recent and major influxes of LEP students into school districts.

- The Middle School Magnet Program -- is designed to serve LEP students grades 6 through 9 in existing magnet schools with an emphasis on academic achievement and dropout prevention. Magnet School grants were given to SAIP and DBE programs during the 1991-92 school year.

LEP students may also be served under several federally funded programs other than Title VII that are targeted to educationally and/or economically disadvantaged students. These programs include:

- Chapter 1, Title I, ESEA--provides instructional and support services to educationally disadvantaged students in school districts with high concentrations of low-income children;

- Chapter 1, Migrant--provides financial assistance to SEAs to establish and improve programs to meet the special needs of migratory children of migratory agricultural workers or fishers through instructional and support services;

- Even Start--supports family centered educational programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners;

- Emergency Immigrant Education Assistance Program--assists SEAs and LEAs in providing supplementary education services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools;

- Special Education--provides formula grants to SEAs to help meet the costs of providing special education and related services to address the needs of children with disabilities; and

- Vocational Education--assists states' efforts to expand and improve their programs of vocational education and provide equal opportunity in vocational education for traditionally underserved populations.

While the federal government has been playing an increasing role in serving LEP students over the last two decades, states have traditionally provided some formal education programs to provide English-language instruction to immigrant populations from as early as the mid-1800s. Today, over one-half of the states provide bilingual education programs, and almost two-thirds operate English as a second language (ESL) programs.

LEP Enrollment in Federal Programs[12]

In 1991-92, nearly 78 percent (1.8 million) of LEP students reported by SEAs received services through programs specifically designed to meet their educational needs. The percentage of public school LEP students (79.1 percent) receiving services was significantly greater that for LEP students enrolled in nonpublic schools (26.5 percent). (Table 7)

Of the 51 states and outlying areas that reported information on the number of LEP students served, over one-half reported serving 80 percent or more of their LEP student population. Two states, Alaska and Rhode Island, reported serving all identified LEP students in targeted programs. (Table 7 and B2a)

[12]Puerto Rico provided total federal program participant counts rather than counts for identified Limited Spanish Proficient (LSP) students. Therefore, the federal program data for Puerto Rico have been eliminated from this analysis.

Table 7

Number and Percent of Public and Nonpublic School LEP Students Enrolled in Programs Designed to Meet their Educational Needs 1990-91 and 1991-92

Type of Student	LEP Students Enrolled in Programs Designed to Meet Their Educational Needs			
	1990-91		1991-92	
	Number	Percent	Number	Percent
Public School Students	1,729,986	79.1%	1,882,521	79.1%
Nonpublic School Students	12,851	26.5%	13,216	26.5%
Total	1,745,105	78.2%	1,895,737	78.0%

At the national level, 262,047 LEP students were provided services through the Title VII funded programs, constituting 11 percent of all LEP students. Eight percent of LEP students were enrolled in the TBE program, 2 percent in SAIP, and less than 1 percent in each of remaining programs. Forty-one states and outlying areas reported serving LEP students through TBE program, 37 through SAIP, 11 through DBE programs, 11 through FELP, 12 through SPP, 9 through the Recent Arrivals Program, and 4 through the Magnet Schools Program. (Table 8 and Table B7)

Of the non-Title VII federal programs, the Chapter 1 program was the most common program for service delivery to LEP students. Nationally, about 32 percent of LEP students were enrolled in Chapter 1, and over three-quarters of the states and territories reported serving LEP students through the program. The Emergency Immigrant Education Assistance Act program enrolled 30 percent of the LEP students and was offered in 35 states. Relatively few LEP students were reported as being served through Chapter 1 Migrant (8 percent), Special Education (6 percent), Vocational (3 percent), and Even Start (1 percent). LEP students were also served in a handful of other federally funded programs, including Chapter 2, Head Start, and Title V

Indian Education. See Appendix Table B7 for the types of other federal programs by state that enrolled LEP students during the 1991-92 school year.

LEP Enrollment in State and Local Programs[13]

LEP students were more likely to participate in a state or local bilingual education program than in a federal program. Almost one-half of all LEP students received services through a state bilingual program. Nearly two-thirds of the states and outlying areas reported serving LEP children through state operated bilingual programs. About 27 percent of students served through special programs received through services through a state ESL only program. (Table 8 and Appendix Table B7.)

There were few changes in program participation between 1990-91 and 1991-92. For example, within the Title VII programs, TBE participation decreased from 8.7 to 7.7 percent. Small increase occurred in the DBE and SIAP programs, while program participation remained unchanged in the Family English Literacy and Special Population Programs. The changes that did occur were within the other federal program categories. LEP participation in the Emergency Immigrant Education Assistance Program almost tripled, while Chapter 1 LEP participation declined from 52 to 32 percent between years. (Table 8)

[13]Florida reported a highly duplicated count of the number of LEP students served through the State's Bilingual Education program (188,730 LEP students enrolled in the State Bilingual Education Program, compared to 97,288 total LEP students). Because the magnitude of the duplication of participant counts greatly impacted the national estimates, Florida's numbers were reduced to reflect the total number of LEP students served reported in Item I.A.3 (83,825 students).

Table 8

Types of Programs Serving LEP Students
1991-92

Type of Program	Percent of National LEP Served	
	1990-91	1991-92
Title VII Programs		
Transitional Bilingual Education	8.7	7.7
Developmental Bilingual Education	0.1	0.3
Special Alternative Instruction Program	1.4	1.9
Recent Arrivals	0.0	.3
Magnet Schools	.004	.04
Family English Literacy Program[a/]	0.3	0.3
Special Populations	0.2	0.2
Total Title VII	10.7	10.7
Other Federal Programs		
Chapter 1	52.3	31.5
Migrant	b/	7.5
Even Start	.02	0.6
Emergency Immigrant Education Assistance Act	11.4	29.9
Special Education	6.6	6.3
Vocational Education	b/	3.0
State Programs		
State Bilingual Education	c/	48.6
State ESL Only	c/	26.6

a/ The Family English Literacy Program was designed to serve the parents of Title VII students and out-of-school youth.

b/ Data not collected in 1990-91

c/ Data not collected in same format as the 1991-92 data.

6

Findings and Implications

Enrollment of LEP Students

For the 1991-92 school year, SEAs in the U.S. and territories reported that over 2,430,000 LEP students were enrolled in public or nonpublic elementary or secondary schools. This count reflects an upward trend over the past several years: since 1985-86, yearly increases in the number of LEP students have averaged 8.8 percent. It is not known what proportion of this high rate of increase is due to actual growth in the LEP population, better reporting, or changes in definitions of LEP status, but the consistency of the increase argues for a large proportion being due to population change.

Only 39 SEAs reported on the number of LEP students in nonpublic schools and the percentage of LEP students for the reporting SEAs is much lower than for public schools. It is not clear how much of the difference in LEP percentages between public and nonpublic schools is due to actual differences in the populations served or to inadequate reporting procedures within states. It is clear, however, that there is a nonpublic LEP student undercount because about one-fourth of the SEAs do not provide any data an the numbers of nonpublic students.

Educational Condition of LEP Students

The data provided on the SEA Survey do not provide a valid basis for making judgments about the educational condition of LEP students. Too few SEAs respond to the specific items to produce a national pattern and insufficient supporting information is provided to interpret the data that are provided.

Identifying LEP Students

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. In 1991-92, 44 states and outlying areas (and/or their LEAs) used the non-English background provision, 29 used the difficulties with the four language proficiencies (speaking, reading, writing, or understanding English) provision, and 26 used both.

In general, states use multiple criteria in identifying LEP students. In 1991-92, all of the states used at least two criteria, and about 90 percent of the states used six or more. Nine states (and/or their LEAs) used all twelve of the criteria listed on the SEA Survey form. During the 1991-92 school year, all but 4 of the reporting SEAs used a home language survey as a factor in identifying LEP students. Most reported use of teacher observation (43 states), parent information (41 states) and student records (40 states). About three-quarters of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but one state used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 37 states (including the CTBS, ITBS, SAT, and CAT) and criterion referenced were used by 19 states and/or their LEAs.

Educational Programs for LEP Students

Among public school students, 79.1 percent were enrolled in special programs, and 26.5 percent of nonpublic students were enrolled in special programs. The largest proportions of LEP students are served in state and local programs, with those programs reportedly serving 77 percent of all LEP students. Since state and local programs are not commonly available to students in nonpublic schools, the large difference between public and nonpublic LEP student participation is understandable, particularly when coupled with the generally poorer quality of data concerning nonpublic school LEP students. Chapter 1 is the largest federal program serving

LEP students; it enrolls about 32 percent of LEP students. Title VII programs enroll about 11 percent.

Appendix A

SEA Survey Data Review Procedures

This appendix describes the procedures used to review data provided by the SEAs on the SEA Survey for 1991-92 and for earlier years, as appropriate. The purpose of the review procedures and the activities following from them was to ensure the data summarized in this report are as free from error as possible.

Review Procedures for 1991-92 SEA Survey Data

OBEMLA received the State Surveys for 1991-92 during the first four months of 1993. Westat was subcontracted to by OBEMLA through Developmental Associates to prepare the data files and to review, correct, and summarize the Survey data.

When reviewing the data, Westat preformed some basic internal consistency checks including:

1) that the sum of the parts agreed with reported totals;

2) that the sum of items 3 (total LEPs served) and 5 (total LEPs not served) agreed with the total reported for item 2 (total LEPs enrolled);

3) that the total LEP enrollment did not exceed the total K-12 enrollment; and

4) that the number of LEPs student enrolled in federal, state, and local programs did not exceed the number of LEP students served.

Westat verified any data inconsistencies with OBEMLA and the SEA. In some cases, SEAs revised their initial submission, which Westat entered into the master data base. In other instances, the State provided explanations as to why the data were not reported in the required format.

Review Procedures for SEA Survey Data for 1990-91 and Prior Years

Limited attention in this report is paid to data for 1990-91 and earlier years. The primary reasons for this are (1) that the data prior to the 1991-92 SEA Survey could not be reviewed and verified or corrected and (2) significant changes were made by OBEMLA in the SEA Survey form for the 1991-92 school year. These two topics are addressed in this section.

Reviewing 1990-91 SEA Survey Data

Westat received both the SEA Surveys and a dBase file containing the 1990-91 data from OBEMLA and cross checked each SEA Survey against the entered data. In cases where the data were not in agreement, Westat entered the number provided on the SEA survey, unless documentation for a change was provided by OBEMLA. Because Westat changed some of the data provided by OBEMLA, the 1990-91 data presented in this report may not agree with data presented in previous reports, graphs, or other tabular presentations. Westat also performed the same internal consistency checks that were performed on the 1991-92 data, although the SEAs were not contacted if a discrepancy was detected.

Changes in SEA Survey Form

The most obvious change is the addition of a page and one-half of item-by-item instructions designed to clarify acceptable response patterns; no instructions were provided on the form in prior years. Other changes ranged from minor wording changes to significant changes in item substance. The following list describes the changes made in 1991-92 compared to 1990-91:

Part I

Item IA1 - No changes

Item IA2 - No changes

Item IA3 - Minor wording changes

Item IA4 - Added Chapter 1 Migrant Education Program, Vocational Education and added specific types of programs (i.e., bilingual education program, ESL only program, other) to state and/or local programs

Item IA5 - Minor wording changes

Item IB1 - Added Science and Social Studies under areas tested and deleted request for number of LEP students above local norm or at local norm (and changed the normative reference to state from local)

Item IB2 -	Minor wording changes
Item IB3 -	Minor wording changes
Part II -	No changes
Part III	
Item IIIA-	Minor wording changes and added an "other" response category
Item IIIB-	Changed item reference to be used in responding from IA3 to IA4

Responses to items on which no changes were made (i.e., IA1, IA2, IIA, IIB) can be compared; while significant changes on several of the items (i.e., IA4, IB1, and IIIB) effectively preclude comparing the SEAs' responses for the two years. In terms of the items on which minor wording changes were made, it appears to be reasonable to compare the results under some circumstances. In this report, however, these comparisons are not made because the data on the 1990-91 SEA Surveys could not be verified.

Appendix B

Supplementary Tables, by State Educational Agency

Table B1a	Grade K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment by School Type and by State, 1991-92
Table B1b	Grade K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment by School Type and by State, 1990-91
Table B1c	Changes in Total Enrollment, LEP Enrollment, and Percent LEP Enrollment by School Type and by State: 1990-91 to 1991-92
Table B2a	Number and Percent of LEP Students Who Dropped Out by State, 1991-92
Table B2b	Number and Percent of LEP Students Who Were Retained in One or More Grades by State, 1991-92
Table B2c	Number of LEP Students Scoring Below the State Norm by State and Subject Area Tested, 1991-92
Table B3	Criteria Used by SEAs to Identify LEP Students by State, 1991-92
Table B4	Methods Used to Identify LEP Students by State, 1991-92
Table B5a	LEP Students Enrolled in Special Programs to Meet their Educational Needs by State, 1991-92
Table B5b	LEP Students Enrolled in Special Programs to Meet their Educational Needs by State, 1990-91
Table B5c	Changes in LEP Student Enrollment in Special Programs to Meet their Educational Needs by State, 1990-91 to 1991-92
Table B6a	LEP Students Who Could Benefit from but are not Enrolled in Special Programs to Meet their Educational Needs by State, 1991-92
Table B6b	LEP Students Who Could Benefit from but are not Enrolled in Special Programs to Meet their Educational Needs by State, 1990-91
Table B6c	Changes in LEP Students Who Could Benefit from but are not Enrolled in Special Programs to Meet their Educational Needs by State, 1990-91 to 1991-92
Table B7	Number and Percent of LEP Students Served by Federal, State and Local Programs, by State and by Type of Program, 1991-92

Table B1a

Grades K-12 Total Enrollment, LEP Enrollment and Percent LEP Enrollment by School Type and by State: 1991-92

State	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent K-12 LEP Enrollment		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	402,870	NA	402,870	1,671	NA	1,671	0.4	NA	0.4
Alaska	116,769	4,802	121,571	12,056	0	12,056	10.3	0.0	9.9
Arizona	683,041	34,311	717,352	67,398	8,543	75,941	9.9	24.9	10.6
Arkansas a/	—	—	—	—	—	—	—	—	—
California	5,107,145	544,817	5,651,962	1,078,705	NA	1,078,705	21.1	NA	19.1
Colorado	593,091	38,142	631,233	25,025	NA	25,025	4.2	NA	4.0
Connecticut	485,727	63,677	529,404	16,703	NA	16,703	3.6	NA	3.2
Delaware	102,196	22,812	125,008	1,929	157	2,086	1.9	0.7	1.7
District of Columbia	80,618	12,222	92,840	3,461	94	3,555	4.3	0.8	3.8
Florida	1,902,563	195,190	2,097,753	97,288	NA	97,288	5.1	NA	4.6
Georgia	1,177,382	71,642	1,249,024	7,817	138	7,955	0.7	0.2	0.6
Hawaii	174,249	32,922	207,171	10,335	98	10,433	5.9	0.3	5.0
Idaho	194,763	6,099	200,862	4,970	10	4,980	2.6	0.2	2.5
Illinois	1,848,166	315,247	2,163,413	87,178	NA	87,178	4.7	NA	4.0
Indiana	955,676	98,375	1,054,051	4,822	NA	4,822	0.5	NA	0.5
Iowa	491,451	45,865	537,316	4,266	151	4,417	0.9	0.3	0.8
Kansas	437,034	28,447	465,481	6,066	114	6,180	1.4	0.4	1.3
Kentucky	640,477	61,377	701,854	1,544	NA	1,544	0.2	NA	0.2
Louisiana	737,414	131,734	869,148	8,339	701	9,040	1.1	0.5	1.0
Maine	210,572	12,069	222,641	1,662	108	1,770	0.8	0.9	0.8
Maryland	720,671	105,659	826,330	12,101	479	12,580	1.7	0.5	1.5
Massachusetts	848,368	127,093	975,461	42,598	314	42,912	5.0	0.2	4.4
Michigan	1,677,073	170,157	1,847,230	36,720	NA	36,720	2.2	NA	2.0
Minnesota	766,784	80,653	847,437	15,789	NA	15,789	2.1	NA	1.9
Mississippi	500,183	42,262	542,445	1,748	1,310	3,058	0.3	3.1	0.6
Missouri	827,404	102,978	930,382	3,838	512	4,350	0.5	0.5	0.5
Montana	155,522	8,054	163,576	6,374	450	6,824	4.1	5.6	4.2
Nebraska	278,972	37,469	316,441	1,805	51	1,856	0.6	0.1	0.6
Nevada	211,810	9,817	221,627	10,664	71	10,735	5.0	0.7	4.8
New Hampshire	174,820	15,978	190,798	1,054	81	1,135	0.6	0.5	0.6
New Jersey	1,098,386	199,126	1,297,512	45,204	2,311	47,515	4.1	1.2	3.7
New Mexico	308,867	27,393	336,260	64,307	NA	64,307	20.8	NA	19.1
New York	2,613,938	469,058	3,082,996	165,484	19,373	184,857	6.3	4.1	6.0
North Carolina	1,121,124	54,186	1,175,310	7,028	NA	7,028	0.6	NA	0.6
North Dakota	117,719	8,990	126,709	8,076	1,503	9,579	6.9	16.7	7.6
Ohio	1,779,238	226,265	2,005,503	10,596	576	11,172	0.6	0.3	0.6
Oklahoma	588,177	11,557	599,734	16,393	1,312	17,705	2.8	11.4	3.0
Oregon	498,814	30,806	529,420	12,605	NA	12,605	2.5	NA	2.4
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	141,922	24,696	166,618	7,649	493	8,142	5.4	2.0	4.9
South Carolina	642,364	43,389	685,753	1,396	70	1,466	0.2	0.2	0.2
South Dakota	134,573	17,436	152,009	5,848	3,113	8,961	4.3	17.9	5.9
Tennessee	880,248	74,008	954,254	2,569	67	2,636	0.3	0.1	0.3
Texas	3,362,000	149,784	3,511,784	331,054	815	331,869	9.8	0.5	9.5
Utah	427,455	8,576	436,031	23,598	0	23,598	5.5	0.0	5.4
Vermont	97,137	2,924	100,061	550	30	580	0.6	1.0	0.6
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	865,653	65,038	930,691	33,904	410	34,314	3.9	0.6	3.7
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	814,671	145,327	959,998	14,676	483	15,159	1.8	0.3	1.6
Wyoming	99,734	980	100,714	1,705	291	1,996	1.7	29.7	2.0
Total U.S. and D.C.	38,074,629	3,979,409	42,054,038	2,326,546	44,229	2,370,775	6.1	1.1	5.6
American Samoa	12,178	1,502	13,680	10,964	824	11,788	90.0	54.9	86.2
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	6,637	1,929	8,566	6,571	1,736	8,307	99.0	90.0	97.0
Palau	2,653	791	3,444	2,175	648	2,823	82.0	81.9	82.0
Puerto Rico	642,392	46,505	688,897	32,119	2,500	34,619	5.0	5.4	5.0
Virgin Islands	22,368	0	22,368	2,400	0	2,400	10.7	*	10.7
Total U.S., D.C., And Territories	38,760,857	4,030,136	42,790,993	2,380,775	49,937	2,430,712	6.1	1.2	5.7

a/ Data not reported

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Table B1b

Grades K-12 Total Enrollment, LEP Enrollment and Percent LEP Enrollment by School Type and by State: 1990-91

State	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent K-12 LEP Enrollment		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	721,806	8,296	730,102	949	103	1,052	0.1	1.2	0.1
Alaska	112,190	4,385	116,575	11,184	0	11,184	10.0	0.0	9.6
Arizona	670,934	28,235	699,169	59,913	5,814	65,727	8.9	20.6	9.4
Arkansas	434,679	18,700	453,379	2,000	0	2,000	0.5	0.0	0.4
California	4,950,474	531,489	5,481,963	986,462	NA	986,462	19.9	NA	18.0
Colorado	574,213	36,580	610,793	17,187	0	17,187	3.0	0.0	2.8
Connecticut	463,186	67,009	530,195	15,885	1,103	16,988	3.4	1.6	3.2
Delaware	99,658	22,353	122,011	1,802	167	1,969	1.8	0.7	1.6
District of Columbia	80,694	10,339	91,033	3,272	87	3,359	4.1	0.8	3.7
Florida	1,861,592	193,939	2,055,531	83,937	NA	83,937	4.5	NA	4.1
Georgia	1,141,218	59,751	1,200,969	6,422	499	6,921	0.6	0.8	0.6
Hawaii	171,056	33,254	204,310	9,654	76	9,730	5.6	0.2	4.8
Idaho	214,571	7,037	221,608	3,932	54	3,986	1.8	0.8	1.8
Illinois	1,821,407	318,625	2,140,032	79,291	NA	79,291	4.4	NA	3.7
Indiana	953,228	95,915	1,049,143	4,670	NA	4,670	0.5	NA	0.4
Iowa	483,399	46,117	529,516	3,583	122	3,705	0.7	0.3	0.7
Kansas	437,034	28,323	465,357	4,570	91	4,661	1.0	0.3	1.0
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	787,753	118,384	906,137	7,654	691	8,345	1.0	0.6	0.9
Maine	204,710	11,462	216,172	1,943	40	1,983	0.9	0.3	0.9
Maryland	700,816	100,244	801,060	12,257	444	12,701	1.7	0.4	1.6
Massachusetts	836,383	125,586	961,969	42,296	310	42,606	5.1	0.2	4.4
Michigan	1,485,830	181,296	1,667,126	37,112	NA	37,112	2.5	NA	2.2
Minnesota	749,203	81,262	830,465	13,152	52	13,204	1.8	0.1	1.6
Mississippi	500,122	48,155	548,277	1,641	1,112	2,753	0.3	2.3	0.5
Missouri	810,450	105,337	915,787	3,227	588	3,815	0.4	0.6	0.4
Montana	153,090	8,950	162,040	6,202	433	6,635	4.1	4.8	4.1
Nebraska	274,080	37,158	311,238	1,224	33	1,257	0.4	0.1	0.4
Nevada	201,316	9,425	210,741	8,983	74	9,057	4.5	0.8	4.3
New Hampshire	172,785	18,789	191,574	1,085	61	1,146	0.6	0.3	0.6
New Jersey	1,890,646	177,000	2,067,646	47,560	3,210	50,770	2.5	1.8	2.5
New Mexico	301,888	26,980	328,868	73,505	NA	73,505	24.3	NA	22.4
New York	2,547,258	477,107	3,024,365	149,514	18,694	168,208	5.9	3.9	5.6
North Carolina	1,078,409	53,372	1,129,781	6,000	30	6,030	0.6	0.1	0.5
North Dakota	117,134	9,075	126,209	6,742	445	7,187	5.8	4.9	5.7
Ohio	1,771,089	224,030	1,995,119	8,575	417	8,992	0.5	0.2	0.5
Oklahoma	579,187	10,858	590,025	14,594	1,266	15,860	2.5	11.7	2.7
Oregon	472,245	29,835	502,080	7,557	NA	7,557	1.6	NA	1.5
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	137,563	21,974	159,537	7,632	NA	7,632	5.5	NA	4.8
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	128,635	14,190	142,825	3,394	3,297	6,691	2.6	23.2	4.7
Tennessee	880,246	67,613	947,859	3,579	81	3,660	0.4	0.1	0.4
Texas	3,379,069	151,713	3,530,782	311,782	1,452	313,234	9.2	1.0	8.9
Utah	435,882	7,918	443,800	14,833	27	14,860	3.4	0.3	3.3
Vermont	95,758	2,868	98,626	475	25	500	0.5	0.9	0.5
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	839,709	63,612	903,321	28,473	173	28,646	3.4	0.3	3.2
West Virginia	322,355	13,731	336,086	224	7	231	0.1	0.1	0.1
Wisconsin	797,621	144,215	941,836	14,534	114	14,648	1.8	0.1	1.6
Wyoming	98,226	1,021	99,247	1,680	239	1,919	1.7	23.4	1.9
Total U.S. and D.C.	37,938,777	3,853,507	41,792,284	2,132,142	41,431	2,173,573	5.6	1.1	5.2
American Samoa	10,838	1,863	12,701	10,344	1,498	11,842	95.4	80.4	93.2
Guam	26,542	NA	26,542	2,309	NA	2,309	8.7	NA	8.7
Northern Marianas	6,464	1,944	8,408	5,818	1,750	7,568	90.0	90.0	90.0
Palau	2,677	813	3,490	2,677	809	3,486	100.0	99.5	99.9
Puerto Rico	644,734	45,605	690,339	31,516	2,206	33,722	4.9	4.8	4.9
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	38,630,032	3,903,732	42,533,764	2,184,806	47,694	2,232,500	5.7	1.2	5.2

a/ Data not reported

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Table B1c

Changes in Total Enrollment, LEP Enrollment and Percent LEP Enrollment by School Type and by State: 1990-91 to 1991-92

State	Change in Total Enrollment			Change in LEP Enrollment			Percentage Change in LEP Enrollment		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	(318,936)	NA	(327,232)	722	NA	619	76.1	NA	58.8
Alaska	4,579	417	4,996	872	0	872	7.8	0.0	7.8
Arizona	12,107	6,076	18,183	7,485	2,729	10,214	12.5	46.9	15.5
Arkansas a/	—	—	—	—	—	—	—	—	—
California	156,671	13,328	169,999	92,243	NA	92,243	9.4	NA	9.4
Colorado	18,878	1,562	20,440	7,838	NA	7,838	45.6	NA	45.6
Connecticut	2,541	(3,332)	(791)	818	NA	(285)	5.1	NA	-1.7
Delaware	2,538	459	2,997	127	(10)	117	7.0	-6.0	5.9
District of Columbia	(78)	1,883	1,807	189	7	196	5.8	8.0	5.8
Florida	40,971	1,251	42,222	13,351	NA	13,351	15.9	NA	15.9
Georgia	36,164	11,891	48,055	1,395	(361)	1,034	21.7	-72.3	14.9
Hawaii	3,193	(332)	2,861	681	22	703	7.1	28.9	7.2
Idaho	(19,808)	(938)	(20,746)	1,038	(44)	994	26.4	-81.5	24.9
Illinois	26,759	(3,378)	23,381	7,887	NA	7,887	9.9	NA	9.9
Indiana	2,448	2,460	4,908	152	NA	152	3.3	NA	3.3
Iowa	8,052	(252)	7,800	683	29	712	19.1	23.8	19.2
Kansas	0	124	124	1,496	23	1,519	32.7	25.3	32.6
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	(50,339)	13,350	(36,989)	685	10	695	8.9	1.4	8.3
Maine	5,862	607	6,469	(281)	68	(213)	-14.5	170.0	-10.7
Maryland	19,855	5,415	25,270	(156)	35	(121)	-1.3	7.9	-1.0
Massachusetts	11,985	1,507	13,492	302	4	306	0.7	1.3	0.7
Michigan	191,243	(11,139)	180,104	(392)	NA	(392)	-1.1	NA	-1.1
Minnesota	17,581	(609)	16,972	2,617	NA	2,565	19.9	NA	19.4
Mississippi	61	(5,893)	(5,832)	107	198	305	6.5	17.8	11.1
Missouri	16,954	(2,359)	14,595	611	(76)	535	18.9	-12.9	14.0
Montana	2,432	(896)	1,536	172	17	189	2.8	3.9	2.8
Nebraska	4,892	311	5,203	581	18	599	47.5	54.5	47.7
Nevada	10,494	392	10,886	1,681	(3)	1,678	18.7	-4.1	18.5
New Hampshire	2,035	(2,811)	(776)	(31)	20	(11)	-2.9	32.8	-1.0
New Jersey	(792,260)	22,126	(770,134)	(2,356)	(899)	(3,255)	-5.0	-28.0	-8.4
New Mexico	6,979	413	7,392	(9,198)	NA	(9,198)	-12.5	NA	-12.5
New York	66,680	(8,049)	58,631	15,970	679	16,649	10.7	3.6	9.9
North Carolina	44,715	814	45,529	1,026	NA	996	17.1	NA	16.5
North Dakota	585	(85)	500	1,334	1,058	2,392	19.8	237.8	33.3
Ohio	8,149	2,235	10,384	2,021	159	2,180	23.6	38.1	24.2
Oklahoma	9,010	699	9,709	1,799	46	1,845	12.3	3.6	11.6
Oregon	26,369	971	27,340	5,048	NA	5,048	66.8	NA	66.8
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	4,359	2,722	7,081	17	NA	510	0.2	NA	6.7
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	5,938	3,246	9,184	2,454	(184)	2,270	72.3	-5.6	33.9
Tennessee	0	6,395	6,395	(1,010)	(14)	(1,024)	-28.2	-17.3	-28.0
Texas	(17,069)	(1,929)	(18,998)	19,272	(637)	18,635	6.2	-43.9	5.9
Utah	(8,427)	658	(7,769)	8,765	(27)	8,738	59.1	-100.0	58.8
Vermont	1,379	56	1,435	75	5	80	15.8	20.0	16.0
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	25,944	1,426	27,370	5,431	237	5,668	19.1	137.0	19.8
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	17,050	1,112	18,162	142	369	511	1.0	323.7	3.5
Wyoming	1,508	(41)	1,467	25	52	77	1.5	21.8	4.0
Total U.S. and D.C.	135,852	125,902	261,754	194,404	2,798	197,202	9.1	6.8	9.1
American Samoa	1,340	(361)	979	820	(674)	(54)	8.0	-45.0	-0.5
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	173	(15)	158	753	(14)	739	12.9	-0.8	9.8
Palau	(24)	(22)	(46)	(502)	(181)	(683)	-18.8	-19.9	-19.0
Puerto Rico	(2,342)	900	(1,442)	803	294	897	1.9	13.3	2.7
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	130,825	126,404	257,229	195,969	2,243	198,212	9.0	4.7	8.9

a/ Data not reported

Table B2a

Number and Percent of LEP Students Who Dropped Out by State: 1991-92

State	Number LEP Dropouts	Percent LEP Dropouts
Alabama	NA	NA
Alaska	NA	NA
Arizona	NA	NA
Arkansas a/	—	—
California	NA	NA
Colorado	336	1.3
Connecticut	NA	NA
Delaware	NA	NA
District of Columbia	283	8.0
Florida	1,083	1.1
Georgia	NA	NA
Hawaii	35	0.3
Idaho	NA	NA
Illinois	482	0.6
Indiana	137	2.8
Iowa	93	2.1
Kansas	91	1.5
Kentucky	NA	NA
Louisiana	186	2.1
Maine	10	0.8
Maryland	166	1.3
Massachusetts	996	2.3
Michigan	NA	NA
Minnesota	NA	NA
Mississippi	46	1.5
Missouri	NA	NA
Montana	66	1.0
Nebraska	148	8.0
Nevada	109	1.0
New Hampshire	NA	NA
New Jersey	1,869	3.9
New Mexico	1,945	3.0
New York	NA	NA
North Carolina	55	0.8
North Dakota	122	1.3
Ohio	242	2.2
Oklahoma	197	1.1
Oregon	NA	NA
Pennsylvania a/	—	—
Rhode Island	NA	NA
South Carolina	13	0.9
South Dakota	29	0.3
Tennessee	98	3.7
Texas	NA	NA
Utah	714	3.0
Vermont	NA	NA
Virginia a/	—	—
Washington	1,807	5.3
West Virginia a/	—	—
Wisconsin	311	2.1
Wyoming	15	0.8
Total U.S. and D.C. b/	11,684	2.0
American Samoa	11	0.1
Guam a/	—	—
Northern Marianas	169	2.0
Palau	NA	NA
Puerto Rico	NA	NA
Virgin Islands	NA	NA
Total U.S., D.C., And Territories b/	11,864	2.0

a/ Data not reported

b/ Aggregate percentages were calculated based on totals from only those states responding to this data item

Table B2b Number and Percent of LEP Students Who Were Retained in One or More Grades by State: 1991-92

State	Number LEP Retained	Percent LEP Retained
Alabama	NA	NA
Alaska	NA	NA
Arizona	NA	NA
Arkansas a/	—	—
California	NA	NA
Colorado	98	0.4
Connecticut	NA	NA
Delaware	NA	NA
District of Columbia	NA	NA
Florida	3,675	3.8
Georgia	NA	NA
Hawaii	453	4.3
Idaho	NA	NA
Illinois	NA	NA
Indiana	207	4.3
Iowa	68	1.5
Kansas	80	1.3
Kentucky	NA	NA
Louisiana	467	5.2
Maine	21	1.2
Maryland	339	2.7
Massachusetts	NA	NA
Michigan	NA	NA
Minnesota	475	3.0
Mississippi	166	5.4
Missouri	NA	NA
Montana	212	3.1
Nebraska	50	2.7
Nevada	133	1.2
New Hampshire	NA	NA
New Jersey	NA	NA
New Mexico	1,255	2.0
New York	NA	NA
North Carolina	260	3.7
North Dakota	111	1.2
Ohio	396	3.5
Oklahoma	314	1.8
Oregon	NA	NA
Pennsylvania a/	—	—
Rhode Island	NA	NA
South Carolina	27	1.8
South Dakota	49	0.5
Tennessee	84	3.2
Texas	NA	NA
Utah	19	0.1
Vermont	NA	NA
Virginia a/	—	—
Washington	342	1.0
West Virginia a/	—	—
Wisconsin	321	2.1
Wyoming	22	1.1
Total U.S. and D.C. b/	9,642	2.4
American Samoa	0	0.0
Guam a/	—	—
Northern Marianas	NA	NA
Palau	0	0.0
Puerto Rico	NA	NA
Virgin Islands	NA	NA
Total U.S., D.C., And Territories b/	9,642	2.3

a/ Data not reported

b/ Aggregate percentages were calculated based on totals from only those states responding to this data item

Table B2c

Number of LEP Students Scoring Below the State Norm by State and Subject Area Tested: 1991-92

State	English Reading	Mathematics	Science	Social Studies
Alabama	983	524	NA	NA
Alaska	NA	NA	NA	NA
Arizona	16,974	16,614	NA	NA
Arkansas a/	—	—	—	—
California	NA	NA	NA	NA
Colorado	4,499	2,154	NA	NA
Connecticut	NA	NA	NA	NA
Delaware	NA	NA	NA	NA
District of Columbia	NA	NA	NA	NA
Florida	NA	NA	NA	NA
Georgia	NA	NA	NA	NA
Hawaii	2,918	2,051	NA	NA
Idaho	3,628	1,987	NA	NA
Illinois	NA	NA	NA	NA
Indiana	4,822	NA	NA	NA
Iowa	NA	NA	NA	NA
Kansas	1,500	853	NA	NA
Kentucky	514	635	NA	NA
Louisiana	2,017	1,186	1,217	1,196
Maine	122	122	122	122
Maryland	NA	NA	NA	NA
Massachusetts	NA	NA	NA	NA
Michigan	NA	NA	NA	NA
Minnesota	6,832	5,461	NA	NA
Mississippi	409	243	7	6
Missouri	488	411	412	432
Montana	2,861	NA	NA	NA
Nebraska	766	748	NA	NA
Nevada	2,138	1,725	NA	NA
New Hampshire	NA	NA	NA	NA
New Jersey	NA	NA	NA	NA
New Mexico	22,395	14,494	NA	NA
New York	91,426	34,666	NA	NA
North Carolina	491	355	252	148
North Dakota	1,228	735	396	33
Ohio	2,788	1,661	644	605
Oklahoma	4,873	4,050	1,049	1,049
Oregon	3,485	NA	NA	NA
Pennsylvania a/	—	—	—	—
Rhode Island	NA	NA	NA	NA
South Carolina	NA	NA	NA	NA
South Dakota	662	670	NA	NA
Tennessee	NA	NA	NA	NA
Texas	79,628	80,466	104,140	104,202
Utah	4,048	3,409	3,835	3,835
Vermont	NA	NA	NA	NA
Virginia a/	—	—	—	—
Washington	NA	NA	NA	NA
West Virginia a/	—	—	—	—
Wisconsin	4,392	2,598	NA	NA
Wyoming	945	442	320	112
Total U.S. and D.C.	287,832	178,260	112,394	111,738
American Samoa	5,802	NA	NA	NA
Guam a/	—	—	—	—
Northern Marianas	NA	NA	NA	NA
Palau	NA	NA	NA	NA
Puerto Rico	55	40	NA	NA
Virgin Islands	NA	NA	NA	NA
Total U.S., D.C., And Territories	273,689	178,300	112,394	111,738

a/ Data not reported

Table B3 Criteria Used By SEAs to Identify LEP Students, By State: School Year 1991-92

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Alabama	X	X			
Alaska	X				Language Observation, Language Assessment, Other Assessment
Arizona	X	X	40th %ile on State Achievement Test		
Arkansas					
California	X	X			
Colorado	X		50th %ile	X	
Connecticut	X	X	30th %ile on LAB or score of 1 or 2 on LAS		Interview, below average academic indicators
Delaware	X	X			
District of Columbia			Lower than 74 on the LAS		Assessment Team reviews test results
Florida	X		32nd %ile on standardized norm-referenced tests		LEP committee considers grades and other assessments
Georgia	X		25th %ile on the LAB		
Hawaii	X		30th %ile in language or reading and 25th %ile in mathematics on standardized tests		Grades of lower than "C" in core content areas
Idaho	X			X	
Illinois	X	X			

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Indiana		X			Academic performance below grade level
Iowa	X	X			
Kansas	X	X			Past academic performance
Kentucky	X	X			
Louisiana	X	X			
Maine	X	X		X	
Maryland	X	X		X	
Massachusetts	X				Incapable of performing ordinary classwork in English
Michigan	X		40th %ile (no subject specified)		For grades K-2, eligibility is based on consultation between district and student's parent or guardian
Minnesota	X		One-third of a standard deviation below district average on nationally normed English Reading or English Language Arts achievement test		
Mississippi	X	X			
Missouri	X	X			

✓ Data not reported.

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Montana	X	X	40th %ile generally used		
Nebraska	X	X			
Nevada	X	X			
New Hampshire	X				Inability to function at levels equal to English-background students
New Jersey	X	X			
New Mexico	X		40th %ile on ITBS language subtests		
New York	X	X	40th %ile on English language assessment		
North Carolina	X	X		X	
North Dakota				X	
Ohio	X	X			
Oklahoma	X	X		Entry/exit criteria determined at local level	
Oregon			Below 30th %ile on language test are exempt from state assessments	X	
Pennsylvania [v]					
Rhode Island	X		36th %ile on standardized reading test		
South Carolina	X	X			
South Dakota			50th percentile (subject not specified)		

[v] Data not reported.

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State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Tennessee	X			X	
Texas	X		Grades 2-12: 40%ile cutoff in English reading and English language arts		
Utah	X	X			
Vermont	X	X			
Virginia [1]					
Washington	X	X	Annual reassessment includes a cutoff of 35th %ile on standardized test in reading and language arts		
West Virginia [1]					
Wisconsin		X			
Wyoming	X	X			
American Samoa	X				
Guam [1]					
Northern Marianas					
Palau	X				Language Assessment
Puerto Rico					Non-Spanish Background, limited knowledge of Spanish
Virgin Islands	X				Assessment

[1] Data not reported.

Table B4 Methods Used to Identify LEP Students, by State: 1991-92

State	Student Records	Teacher Observation	Teacher Interview	Referral	Parent Information	Student Grades	Home Language Survey
Alabama	NO	YES	YES	NO	YES	YES	YES
Alaska	NO	NO	NO	NO	NO	NO	NO
Arizona	NO	NO	NO	YES	YES	NO	YES
Arkansas a/	—	—	—	—	—	—	—
California	YES	YES	YES	YES	YES	YES	YES
Colorado	NO	YES	NO	NO	YES	NO	YES
Connecticut	YES	YES	YES	NO	YES	YES	YES
Delaware	YES	YES	YES	NO	YES	NO	YES
District of Columbia	NO	YES	YES	YES	NO	NO	YES
Florida	NO	NO	NO	YES	NO	NO	YES
Georgia	YES	YES	YES	YES	YES	YES	YES
Hawaii	YES	NO	NO	YES	YES	YES	NO
Idaho	YES	YES	YES	YES	YES	YES	YES
Illinois	YES	YES	YES	YES	YES	YES	YES
Indiana	YES	NO	NO	NO	NO	YES	YES
Iowa	NO	YES	YES	NO	NO	YES	YES
Kansas	YES	YES	YES	YES	YES	YES	YES
Kentucky	YES	YES	YES	YES	YES	YES	YES
Louisiana	YES	YES	YES	YES	YES	YES	YES
Maine	YES	YES	YES	YES	YES	YES	YES
Maryland	YES	YES	YES	YES	YES	YES	YES
Massachusetts	YES	YES	YES	YES	YES	NO	YES
Michigan	YES	YES	NO	YES	YES	YES	YES
Minnesota	YES	YES	NO	NO	YES	YES	YES
Mississippi	YES	YES	YES	YES	YES	YES	YES
Missouri	YES	YES	YES	YES	YES	YES	YES
Montana	YES	YES	NO	NO	YES	YES	YES
Nebraska	YES	YES	NO	YES	NO	NO	NO
Nevada	YES	YES	YES	YES	YES	YES	YES
New Hampshire	YES	YES	NO	NO	YES	NO	YES
New Jersey	YES	YES	YES	NO	YES	NO	YES
New Mexico	YES	YES	YES	YES	YES	YES	YES
New York	YES	YES	YES	YES	YES	NO	YES
North Carolina	YES	YES	YES	YES	YES	YES	YES
North Dakota	YES	YES	YES	YES	YES	YES	YES
Ohio	YES	YES	YES	YES	YES	YES	YES
Oklahoma	YES	YES	YES	YES	YES	YES	YES
Oregon	YES	YES	YES	YES	YES	YES	YES
Pennsylvania a/	—	—	—	—	—	—	—
Rhode Island	NO	NO	NO	NO	NO	NO	YES
South Carolina	YES	YES	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	YES	YES	YES	YES
Tennessee	YES	YES	YES	YES	YES	YES	YES
Texas	NO	NO	NO	NO	NO	NO	YES
Utah	YES	YES	YES	YES	YES	YES	YES
Vermont	NO	YES	NO	YES	NO	NO	YES
Virginia a/	—	—	—	—	—	—	—
Washington	YES	YES	NO	YES	YES	YES	YES
West Virginia a/	—	—	—	—	—	—	—
Wisconsin	YES	YES	YES	YES	YES	YES	YES
Wyoming	NO	YES	YES	YES	NO	YES	YES
American Samoa	YES	YES	YES	YES	YES	YES	YES
Guam a/	—	—	—	—	—	—	—
Northern Marianas	YES	NO	NO	NO	YES	NO	YES
Palau	YES	YES	NO	NO	YES	YES	YES
Puerto Rico	YES	YES	YES	NO	YES	NO	YES
Virgin Islands	NO	NO	NO	NO	NO	NO	NO

a/ Data not reported

Table B4 (Cont.)

Methods Used to Identify LEP Students, by State: 1991-92

State	Informal Assessment	Language Proficiency Test	Achievement Test	Criterion Referenced Test	Other
Alabama	NO	YES	YES	NO	YES
Alaska	NO	YES	YES	YES	YES
Arizona	YES	YES	YES	YES	NO
Arkansas a/	—	—	—	—	—
California	YES	YES	YES	YES	YES
Colorado	NO	YES	YES	NO	YES
Connecticut	NO	YES	NO	NO	NO
Delaware	YES	YES	YES	NO	NO
District of Columbia	NO	YES	YES	NO	NO
Florida	NO	YES	YES	YES	YES
Georgia	YES	YES	YES	YES	YES
Hawaii	NO	YES	YES	NO	NO
Idaho	YES	YES	YES	NO	NO
Illinois	YES	YES	YES	YES	NO
Indiana	NO	YES	NO	NO	NO
Iowa	NO	YES	YES	NO	NO
Kansas	YES	YES	NO	NO	NO
Kentucky	YES	YES	YES	NO	YES
Louisiana	YES	YES	YES	YES	YES
Maine	YES	YES	YES	NO	YES
Maryland	YES	YES	YES	YES	YES
Massachusetts	YES	YES	NO	NO	NO
Michigan	NO	YES	NO	NO	YES
Minnesota	YES	YES	YES	NO	NO
Mississippi	YES	YES	YES	YES	YES
Missouri	YES	YES	YES	YES	YES
Montana	NO	YES	YES	YES	NO
Nebraska	YES	YES	NO	NO	NO
Nevada	YES	YES	YES	NO	NO
New Hampshire	NO	YES	NO	NO	YES
New Jersey	YES	YES	NO	NO	NO
New Mexico	YES	YES	YES	YES	NO
New York	NO	YES	YES	NO	NO
North Carolina	YES	YES	YES	YES	YES
North Dakota	YES	YES	YES	NO	NO
Ohio	YES	YES	NO	NO	NO
Oklahoma	YES	YES	YES	YES	NO
Oregon	NO	YES	NO	NO	YES
Pennsylvania a/	—	—	—	—	—
Rhode Island	NO	YES	YES	NO	YES
South Carolina	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	NA	NA
Tennessee	YES	YES	NO	NO	NO
Texas	NO	YES	YES	YES	YES
Utah	NO	YES	YES	YES	NO
Vermont	YES	YES	NO	NO	NO
Virginia a/	—	—	—	—	—
Washington	YES	YES	YES	NA	NA
West Virginia a/	—	—	—	—	
Wisconsin	YES	YES	YES	YES	YES
Wyoming	YES	YES	YES	NO	NO
American Samoa	NO	YES	YES	YES	NO
Guam a/	—	—	—	—	—
Northern Marianas	NO	NO	NO	NO	NO
Palau	YES	YES	NO	NO	YES
Puerto Rico	YES	YES	YES	NO	NO
Virgin Islands	NO	YES	NO	NO	YES

a/ Data not reported

Table B5a

LEP Students Enrolled in Special Programs to Meet Their Educational Needs by School Type and by State: 1991-92

State	LEP Enrollment			LEP Enrolled in Special Programs			Percent LEP Enrolled in Special Programs		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	1,671	NA	1,671	474	NA	474	28.4	NA	28.4
Alaska	12,056	0	12,056	12,056	0	12,056	100.0	•	100.0
Arizona	67,398	8,543	75,941	58,627	2,098	60,725	87.0	24.6	80.0
Arkansas a/	—	—	—	—	—	—	—	—	—
California	1,078,705	NA	1,078,705	821,511	NA	821,511	76.2	NA	76.2
Colorado	25,025	NA	25,025	17,318	NA	17,318	69.2	NA	69.2
Connecticut	16,703	NA	16,703	15,216	NA	15,216	91.1	NA	91.1
Delaware	1,929	157	2,086	907	0	907	47.0	0.0	43.5
District of Columbia	3,461	94	3,555	3,461	52	3,513	100.0	55.3	98.8
Florida	97,288	NA	97,288	83,825	NA	83,825	86.2	NA	86.2
Georgia	7,817	138	7,955	6,737	0	6,737	86.2	0.0	84.7
Hawaii	10,335	98	10,433	10,335	0	10,335	100.0	0.0	99.1
Idaho	4,970	10	4,980	4,247	10	4,257	85.5	100.0	85.5
Illinois	87,178	NA	87,178	81,849	NA	81,849	93.9	NA	93.9
Indiana	4,822	NA	4,822	1,976	NA	1,976	41.0	NA	41.0
Iowa	4,266	151	4,417	4,133	47	4,180	96.9	31.1	94.6
Kansas	6,066	114	6,180	5,964	0	5,964	98.3	0.0	96.5
Kentucky	1,544	NA	1,544	1,266	15	1,281	82.0	NA	83.0
Louisiana	8,339	701	9,040	6,858	NA	6,858	82.2	NA	75.9
Maine	1,662	108	1,770	1,079	63	1,142	64.9	58.3	64.5
Maryland	12,101	479	12,580	12,101	385	12,486	100.0	80.4	99.3
Massachusetts	42,598	314	42,912	38,043	303	38,346	89.3	96.5	89.4
Michigan	36,720	NA	36,720	18,475	NA	18,475	50.3	NA	50.3
Minnesota	15,789	NA	15,789	15,036	NA	15,036	95.4	NA	95.4
Mississippi	1,748	1,310	3,058	1,287	1,277	2,564	73.6	97.5	83.8
Missouri	3,838	512	4,350	NA	NA	NA	NA	NA	NA
Montana	6,374	450	6,824	3,845	0	3,845	60.3	0.0	56.3
Nebraska	1,805	51	1,856	1,249	16	1,265	69.2	31.4	68.2
Nevada	10,664	71	10,735	9,684	49	9,733	90.8	69.0	90.7
New Hampshire	1,054	81	1,135	591	81	672	56.1	100.0	59.2
New Jersey	45,204	2,311	47,515	45,204	NA	45,204	100.0	NA	95.1
New Mexico	64,307	NA	64,307	50,228	NA	50,228	78.1	NA	78.1
New York	185,484	19,373	184,857	148,706	3,767	152,473	89.9	19.4	82.5
North Carolina	7,026	NA	7,026	3,044	NA	3,044	43.3	NA	43.3
North Dakota	8,076	1,503	9,579	1,693	173	1,866	21.0	11.5	19.5
Ohio	10,596	576	11,172	9,052	430	9,482	85.4	74.7	84.9
Oklahoma	16,393	1,312	17,705	14,833	28	14,861	90.5	2.1	83.9
Oregon	12,605	NA	12,605	9,427	NA	9,427	74.8	NA	74.8
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,649	493	8,142	7,649	493	8,142	100.0	100.0	100.0
South Carolina	1,396	70	1,466	1,109	70	1,179	79.4	100.0	80.4
South Dakota	5,848	3,113	8,961	2,888	1,649	4,537	49.4	53.0	50.6
Tennessee	2,569	67	2,636	2,519	67	2,586	98.1	100.0	98.1
Texas	331,054	815	331,869	281,929	815	282,744	85.2	100.0	85.2
Utah	23,598	0	23,598	2,584	0	2,584	11.0	•	11.0
Vermont	550	30	580	295	5	300	53.6	16.7	51.7
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	33,904	410	34,314	33,904	187	34,091	100.0	45.6	99.4
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	14,676	483	15,159	13,680	78	13,758	93.2	16.1	90.8
Wyoming	1,705	291	1,996	750	291	1,041	44.0	100.0	52.2
Total U.S. and D.C.	2,326,546	44,229	2,370,775	1,867,644	12,449	1,880,093	80.3	28.1	79.3
American Samoa	10,964	824	11,788	4,487	508	4,995	40.9	61.7	42.4
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	6,571	1,736	8,307	3,088	0	3,088	47.0	0.0	37.2
Palau	2,175	648	2,823	1,588	259	1,847	73.0	40.0	65.4
Puerto Rico	32,119	2,500	34,619	4,875	NA	4,875	15.2	NA	14.1
Virgin Islands	2,400	0	2,400	839	0	839	35.0	•	35.0
Total U.S., D.C., And Territories	2,380,775	49,937	2,430,712	1,882,521	13,216	1,895,737	79.1	26.5	78.0

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Table B5b

LEP Students Enrolled in Special Programs to Meet Their Educational Needs by School Type and by State: 1990-91

State	LEP Enrollment			LEP Enrolled in Special Programs			Percent LEP Enrolled in Special Programs		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	949	103	1,052	261	0	261	27.5	0.0	24.8
Alaska	11,184	0	11,184	11,184	0	11,184	100.0	*	100.0
Arizona	59,913	5,814	65,727	52,632	1,378	54,010	87.8	23.7	82.2
Arkansas	2,000	0	2,000	0	0	0	0.0	*	0.0
California	980,462	NA	986,462	742,654	NA	742,654	75.3	NA	75.3
Colorado	17,187	0	17,187	9,746	0	9,746	56.7	*	56.7
Connecticut	15,885	1,103	16,988	14,705	436	15,141	92.6	39.5	89.1
Delaware	1,802	167	1,969	885	0	885	49.1	0.0	44.9
District of Columbia	3,272	87	3,359	2,768	0	2,768	84.6	0.0	82.4
Florida	83,937	NA	83,937	64,742	NA	64,742	77.1	NA	77.1
Georgia	6,422	499	6,921	6,036	0	6,036	94.0	0.0	87.2
Hawaii	9,654	76	9,730	9,654	45	9,699	100.0	59.2	99.7
Idaho	3,932	54	3,986	3,458	9	3,467	87.9	16.7	87.0
Illinois	79,291	NA	79,291	71,857	NA	71,857	90.6	NA	90.6
Indiana	4,670	NA	4,670	1,815	NA	1,815	38.9	NA	38.9
Iowa	3,583	122	3,705	3,299	27	3,326	92.1	22.1	89.8
Kansas	4,570	91	4,661	4,440	NA	4,440	97.2	NA	95.3
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	7,654	691	8,345	5,769	NA	5,769	75.4	NA	69.1
Maine	1,943	40	1,983	705	40	745	36.3	100.0	37.6
Maryland	12,257	444	12,701	12,230	351	12,581	99.8	79.1	99.1
Massachusetts	42,296	310	42,606	37,997	299	38,296	89.8	96.5	89.9
Michigan	37,112	NA	37,112	18,048	NA	18,048	48.6	NA	48.6
Minnesota	13,152	52	13,204	12,980	2	12,982	98.7	3.8	98.3
Mississippi	1,641	1,112	2,753	NA	NA	NA	NA	NA	NA
Missouri	3,227	588	3,815	3,227	588	3,815	100.0	100.0	100.0
Montana	6,202	433	6,635	NA	NA	2,268	NA	NA	34.2
Nebraska	1,224	33	1,257	938	2	940	76.6	6.1	74.8
Nevada	8,983	74	9,057	8,769	61	8,830	97.6	82.4	97.5
New Hampshire	1,085	61	1,146	814	37	851	75.0	60.7	74.3
New Jersey	47,560	3,210	50,770	47,560	NA	47,560	100.0	NA	93.7
New Mexico	73,505	NA	73,505	53,106	NA	53,106	72.2	NA	72.2
New York	149,514	18,694	168,208	146,611	4,477	151,088	98.1	23.9	89.8
North Carolina	6,000	30	6,030	3,074	30	3,104	51.2	100.0	51.5
North Dakota	6,742	445	7,187	1,986	72	2,058	29.5	16.2	28.6
Ohio	8,575	417	8,992	2,553	164	2,717	29.8	39.3	30.2
Oklahoma	14,594	1,266	15,860	8,435	NA	8,435	57.8	NA	53.2
Oregon	7,557	NA	7,557	3,128	NA	3,128	41.4	NA	41.4
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,632	NA	7,632	7,632	NA	7,632	100.0	NA	100.0
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	3,394	3,297	6,691	2,595	1,269	3,864	76.5	38.5	57.7
Tennessee	3,579	81	3,660	3,480	50	3,530	97.2	61.7	96.4
Texas	311,782	1,452	313,234	285,458	1,452	286,910	91.6	100.0	91.6
Utah	14,833	27	14,860	3,179	0	3,179	21.4	0.0	21.4
Vermont	475	25	500	288	0	288	60.6	0.0	57.6
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	28,473	173	28,646	28,473	107	28,580	100.0	61.8	99.8
West Virginia	224	7	231	57	0	57	25.4	0.0	24.7
Wisconsin	14,534	114	14,648	13,770	80	13,850	94.7	70.2	94.6
Wyoming	1,680	239	1,919	695	190	885	41.4	79.5	46.1
Total U.S. and D.C.	2,132,142	41,431	2,173,573	1,713,691	11,166	1,727,125	80.4	27.0	79.5
American Samoa	10,344	1,498	11,842	4,019	876	4,895	38.9	58.5	41.3
Guam	2,309	NA	2,309	2,309	NA	2,309	100.0	NA	100.0
Northern Marianas	5,818	1,750	7,568	2,515	0	2,515	43.2	0.0	33.2
Palau	2,677	809	3,486	2,677	809	3,486	100.0	100.0	100.0
Puerto Rico	31,516	2,206	33,722	4,775	0	4,775	15.2	0.0	14.2
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	2,184,806	47,694	2,232,500	1,729,986	12,851	1,745,105	79.2	26.9	78.2

a/ Data not reported

Table B5c Changes in LEP Enrollment, LEP Enrollment in Special Programs, and Percent LEP Enrolled in Special Programs to Meet Their Educational Needs, by School Type and by State: 1990-91 to 1991-92

State	Change in LEP Enrollment			Change in LEP in Special Programs			% Change in LEP Enrolled in Special Programs		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	722	NA	619	213	NA	213	81.6	NA	81.6
Alaska	872	0	872	872	0	872	7.8	•	7.8
Arizona	7,485	2,729	10,214	5,995	720	6,715	11.4	52.2	12.4
Arkansas a/	—	—	—	—	—	—	—	—	—
California	92,243	NA	92,243	78,857	NA	78,857	10.6	NA	10.6
Colorado	7,838	NA	7,838	7,572	NA	7,572	77.7	NA	77.7
Connecticut	818	NA	(285)	511	NA	75	3.5	NA	0.5
Delaware	127	(10)	117	22	0	22	2.5	•	2.5
District of Columbia	189	7	196	693	52	745	25.0	•	26.9
Florida	13,351	NA	13,351	19,083	NA	19,083	29.5	NA	29.5
Georgia	1,395	(361)	1,034	701	0	701	11.6	•	11.6
Hawaii	681	22	703	681	(45)	636	7.1	(100.0)	6.6
Idaho	1,038	(44)	994	789	1	790	22.8	11.1	22.8
Illinois	7,887	NA	7,887	9,992	NA	9,992	13.9	NA	13.9
Indiana	152	NA	152	161	NA	161	8.9	NA	8.9
Iowa	683	29	712	834	20	854	25.3	74.1	25.7
Kansas	1,496	23	1,519	1,524	NA	1,524	34.3	NA	34.3
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	685	10	695	1,089	NA	1,089	18.9	NA	18.9
Maine	(281)	68	(213)	374	23	397	53.0	57.5	53.3
Maryland	(156)	35	(121)	(129)	34	(95)	(1.1)	9.7	(0.8)
Massachusetts	302	4	306	46	4	50	0.1	1.3	0.1
Michigan	(392)	NA	(392)	427	NA	427	2.4	NA	2.4
Minnesota	2,617	NA	2,565	2,056	NA	2,054	15.8	NA	15.8
Mississippi	107	198	305	NA	NA	NA	NA	NA	NA
Missouri	611	(76)	535	NA	NA	NA	NA	NA	NA
Montana	172	17	189	NA	NA	1,577	NA	NA	69.5
Nebraska	581	18	599	311	14	325	33.2	700.0	34.6
Nevada	1,681	(3)	1,678	915	(12)	903	10.4	(19.7)	10.2
New Hampshire	(31)	20	(11)	(223)	44	(179)	(27.4)	118.9	(21.0)
New Jersey	(2,356)	(899)	(3,255)	(2,356)	NA	(2,356)	(5.0)	NA	(5.0)
New Mexico	(9,198)	NA	(9,198)	(2,878)	NA	(2,878)	(5.4)	NA	(5.4)
New York	15,970	679	16,649	2,095	(710)	1,385	1.4	(15.9)	0.9
North Carolina	1,026	NA	996	(30)	NA	(60)	(1.0)	NA	(1.9)
North Dakota	1,334	1,058	2,392	(293)	101	(192)	(14.8)	140.3	(9.3)
Ohio	2,021	159	2,180	6,499	266	6,765	254.6	162.2	249.0
Oklahoma	1,799	46	1,845	6,398	NA	6,426	75.9	NA	76.2
Oregon	5,048	NA	5,048	6,301	NA	6,301	201.6	NA	201.6
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	17	NA	510	17	NA	510	0.2	NA	6.7
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	2,454	(184)	2,270	293	380	673	11.3	29.9	17.4
Tennessee	(1,010)	(14)	(1,024)	(961)	17	(944)	(27.6)	34.0	(26.7)
Texas	19,272	(637)	18,635	(3,529)	(637)	(4,166)	(1.2)	(43.9)	(1.5)
Utah	8,765	(27)	8,738	(595)	0	(595)	(18.7)	•	(18.7)
Vermont	75	5	80	7	5	12	2.4	•	4.2
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	5,431	237	5,668	5,431	80	5,511	19.1	74.8	19.3
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	142	369	511	(90)	(2)	(92)	(0.7)	(2.5)	(0.7)
Wyoming	25	52	77	55	101	156	7.9	53.2	17.6
Total U.S. and D.C.	194,404	2,798	197,202	153,953	1,283	152,968	9.0	11.5	8.9
American Samoa	820	(674)	(54)	468	(368)	100	11.6	(42.0)	2.0
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	753	(14)	739	573	0	573	22.8	•	22.8
Palau	(502)	(161)	(663)	(1,089)	(550)	(1,639)	(40.7)	(68.0)	(47.0)
Puerto Rico	603	294	897	100	NA	100	2.1	NA	2.1
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	195,969	2,243	198,212	152,535	365	150,632	8.8	2.8	8.6

a/ Data not reported

Table B6a LEP Students Who Could Benefit From but are not Enrolled in Special Programs to Meet Their Educational Needs, by School Type and by State: 1991-92

State	Total LEP			LEP Not Enrolled in Special Programs			Percent LEP Not Enrolled		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	1,671	NA	1,671	1,197	NA	1,197	71.6	NA	71.6
Alaska	12,056	0	12,056	0	0	0	0.0	•	0.0
Arizona	67,398	8,543	75,941	8,771	6,445	15,216	13.0	75.4	20.0
Arkansas a/	—	—	—	—	—	—	—	—	—
California	1,078,705	NA	1,078,705	257,185	NA	257,185	23.8	NA	23.8
Colorado	25,025	NA	25,025	7,707	NA	7,707	30.8	NA	30.8
Connecticut	16,703	NA	16,703	1,487	NA	1,487	8.9	NA	8.9
Delaware	1,929	157	2,086	1,022	157	1,179	53.0	100.0	56.5
District of Columbia	3,461	94	3,555	0	42	42	0.0	44.7	1.2
Florida	97,288	NA	97,288	13,463	NA	13,463	13.8	NA	13.8
Georgia	7,817	138	7,955	1,080	138	1,218	13.8	100.0	15.3
Hawaii	10,335	98	10,433	0	98	98	0.0	100.0	0.9
Idaho	4,970	10	4,980	723	0	723	14.5	0.0	14.5
Illinois	87,178	NA	87,178	5,329	NA	5,329	6.1	NA	6.1
Indiana	4,822	NA	4,822	2,846	NA	2,846	59.0	NA	59.0
Iowa	4,266	151	4,417	133	104	237	3.1	68.9	5.4
Kansas	6,066	114	6,180	102	114	216	1.7	100.0	3.5
Kentucky	1,544	NA	1,544	235	28	263	15.2	NA	17.0
Louisiana	8,339	701	9,040	1,481	NA	1,481	17.8	NA	16.4
Maine	1,662	108	1,770	482	146	628	29.0	135.2	35.5
Maryland	12,101	479	12,580	0	94	94	0.0	19.6	0.7
Massachusetts	42,598	314	42,912	4,555	11	4,566	10.7	3.5	10.6
Michigan	36,720	NA	36,720	18,245	NA	18,245	49.7	NA	49.7
Minnesota	15,769	NA	15,769	733	NA	733	4.6	NA	4.6
Mississippi	1,748	1,310	3,058	461	33	494	26.4	2.5	16.2
Missouri	3,838	512	4,350	NA	NA	NA	NA	NA	NA
Montana	6,374	450	6,824	2,529	450	2,979	39.7	100.0	43.7
Nebraska	1,805	51	1,856	556	35	591	30.8	68.6	31.8
Nevada	10,664	71	10,735	980	22	1,002	9.2	31.0	9.3
New Hampshire	1,054	81	1,135	358	27	385	34.0	33.3	33.9
New Jersey	45,204	2,311	47,515	0	NA	0	0.0	NA	0.0
New Mexico	64,307	NA	64,307	16,597	NA	16,597	25.8	NA	25.8
New York	185,484	19,373	184,857	16,778	15,606	32,384	10.1	80.6	17.5
North Carolina	7,026	NA	7,026	268	NA	268	3.8	NA	3.8
North Dakota	8,076	1,503	9,579	6,383	1,330	7,713	79.0	88.5	80.5
Ohio	10,596	576	11,172	1,544	146	1,690	14.6	25.3	15.1
Oklahoma	16,393	1,312	17,705	1,560	1,284	2,844	9.5	97.9	16.1
Oregon	12,605	NA	12,605	3,178	NA	3,178	25.2	NA	25.2
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,649	493	8,142	0	0	0	0.0	0.0	0.0
South Carolina	1,396	70	1,466	287	0	287	20.6	0.0	19.6
South Dakota	5,848	3,113	8,961	3,010	1,418	4,428	51.5	45.6	49.4
Tennessee	2,569	67	2,636	50	0	50	1.9	0.0	1.9
Texas	331,054	815	331,869	49,125	0	49,125	14.8	0.0	14.8
Utah	23,598	0	23,598	21,014	0	21,014	89.0	•	89.0
Vermont	550	30	580	255	25	280	46.4	83.3	48.3
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	33,904	410	34,314	0	223	223	0.0	54.4	0.6
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	14,678	483	15,159	996	405	1,401	6.8	83.9	9.2
Wyoming	1,705	291	1,996	882	73	955	51.7	25.1	47.8
Total U.S. and D.C.	2,326,546	44,229	2,370,775	453,587	28,454	482,041	19.5	64.3	20.3
American Samoa	10,964	824	11,788	6,477	316	6,793	59.1	38.3	57.6
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	6,571	1,736	8,307	3,483	1,736	5,219	53.0	100.0	62.8
Palau	2,175	648	2,823	587	389	976	27.0	60.0	34.6
Puerto Rico	32,119	2,500	34,619	27,244	2,500	29,744	84.8	100.0	85.9
Virgin Islands	2,400	0	2,400	1,561	0	1,561	65.0	•	65.0
Total U.S., D.C., And Territories	2,380,775	49,937	2,430,712	492,939	33,395	526,334	20.7	66.9	21.7

a/ Data not reported

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Table B6b LEP Students Who Could Benefit From but are not Enrolled in Special Programs to Meet Their Educational Needs, by School Type and by State: 1990-91

State	Total LEP			LEP Not Enrolled in Special Programs			Percent LEP Not Enrolled		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	949	103	1,052	949	103	1,052	100.0	100.0	100.0
Alaska	11,184	0	11,184	11,184	0	11,184	100.0	*	100.0
Arizona	59,913	5,814	65,727	7,281	4,436	11,717	12.2	76.3	17.8
Arkansas	2,000	0	2,000	NA	NA	NA	0.0	NA	0.0
California	986,462	NA	986,462	243,808	NA	243,808	24.7	NA	24.7
Colorado	17,187	0	17,187	7,441	NA	7,441	43.3	NA	43.3
Connecticut	15,885	1,103	16,988	1,180	667	1,847	7.4	60.5	10.9
Delaware	1,802	167	1,969	718	167	885	39.8	100.0	44.9
District of Columbia	3,272	87	3,359	504	0	504	15.4	0.0	15.0
Florida	83,937	NA	83,937	19,195	NA	19,195	22.9	NA	22.9
Georgia	6,422	499	6,921	386	499	885	6.0	100.0	12.8
Hawaii	9,654	76	9,730	9,654	31	9,685	100.0	40.8	99.5
Idaho	3,932	54	3,986	519	54	573	13.2	100.0	14.4
Illinois	79,291	NA	79,291	7,434	NA	7,434	9.4	NA	9.4
Indiana	4,670	NA	4,670	2,855	NA	2,855	61.1	NA	61.1
Iowa	3,583	122	3,705	284	95	379	7.9	77.9	10.2
Kansas	4,570	91	4,661	221	NA	221	4.8	NA	4.7
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	7,854	691	8,345	2,559	NA	2,559	33.4	NA	30.7
Maine	1,943	40	1,983	1,238	0	1,238	63.7	0.0	62.4
Maryland	12,257	444	12,701	27	93	120	0.2	20.9	0.9
Massachusetts	42,296	310	42,606	4,299	11	4,310	10.2	3.5	10.1
Michigan	37,112	NA	37,112	18,048	NA	18,048	48.6	NA	48.6
Minnesota	13,152	52	13,204	172	50	222	1.3	96.2	1.7
Mississippi	1,641	1,112	2,753	196	3	199	11.9	0.3	7.2
Missouri	3,227	588	3,815	NA	NA	NA	NA	NA	NA
Montana	8,202	433	8,635	NA	NA	4,367	NA	NA	85.8
Nebraska	1,224	33	1,257	286	31	317	23.4	93.9	25.2
Nevada	8,983	74	9,057	214	13	227	2.4	17.6	2.5
New Hampshire	1,085	61	1,146	271	24	295	25.0	39.3	25.7
New Jersey	47,560	3,210	50,770	0	NA	0	0.0	NA	0.0
New Mexico	73,505	NA	73,505	24,282	NA	24,282	33.0	NA	33.0
New York	149,514	18,694	168,208	2,903	14,217	17,120	1.9	76.1	10.2
North Carolina	6,000	30	6,030	957	NA	957	16.0	NA	15.9
North Dakota	6,742	445	7,187	4,756	373	5,129	70.5	83.8	71.4
Ohio	8,575	417	8,992	6,022	253	6,275	70.2	60.7	69.8
Oklahoma	14,594	1,266	15,860	13,510	NA	13,510	92.6	NA	85.2
Oregon	7,557	NA	7,557	4,431	NA	4,431	58.6	NA	58.6
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,632	NA	7,632	7,632	NA	7,632	100.0	NA	100.0
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	3,394	3,297	6,691	799	2,028	2,827	23.5	61.5	42.3
Tennessee	3,579	81	3,660	99	31	130	2.8	38.3	3.6
Texas	311,782	1,452	313,234	26,324	NA	26,324	8.4	NA	8.4
Utah	14,833	27	14,860	11,654	27	11,681	78.6	100.0	78.6
Vermont	475	25	500	212	0	212	44.6	0.0	42.4
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	28,473	173	28,646	0	66	66	0.0	38.2	0.2
West Virginia	224	7	231	167	7	174	74.6	100.0	75.3
Wisconsin	14,534	114	14,648	764	34	798	5.3	29.8	5.4
Wyoming	1,680	239	1,919	985	49	1,034	58.6	20.5	53.9
Total U.S. and D.C.	2,132,142	41,431	2,173,573	446,400	23,362	474,129	20.9	56.4	21.8
American Samoa	10,344	1,498	11,842	6,325	622	6,947	61.1	41.5	58.7
Guam	2,309	NA	2,309	2,309	NA	2,309	100.0	NA	100.0
Northern Marianas	5,818	1,750	7,568	3,303	1,750	5,053	56.8	100.0	66.8
Palau	2,677	809	3,486	2,677	809	3,486	100.0	100.0	100.0
Puerto Rico	31,518	2,206	33,722	26,741	2,206	28,947	84.8	100.0	85.8
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	2,184,808	47,694	2,232,500	487,755	28,749	520,871	22.3	60.3	23.3

a/ Data not reported.

Table B6c Changes in LEP Enrollment, LEP not Enrolled in Special Programs, and Percent LEP not Enrolled in Special Programs To Meet Their Educational Needs, by School Type and by State: 1990-91 to 1991-92

State	Change in LEP Enrollment			Change in LEP Not in Special Programs			% Change in LEP Not in Special Programs		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	722	NA	619	248	NA	145	26.1	NA	13.8
Alaska	872	0	872	(11,184)	0	(11,184)	(100.0)	*	(100.0)
Arizona	7,485	2,729	10,214	1,490	2,009	3,499	20.5	45.3	29.9
Arkansas a/	—	—	—	—	—	—	—	—	—
California	92,243	NA	92,243	13,377	NA	13,377	5.5	NA	5.5
Colorado	7,838	NA	7,838	266	NA	266	3.6	NA	3.6
Connecticut	818	NA	(285)	307	NA	(360)	26.0	NA	(19.5)
Delaware	127	(10)	117	304	(10)	294	42.3	(6.0)	33.2
District of Columbia	189	7	196	(504)	42	(462)	(100.0)	*	(91.7)
Florida	13,351	NA	13,351	(5,732)	NA	(5,732)	(29.9)	NA	(29.9)
Georgia	1,395	(361)	1,034	694	(361)	333	179.8	(72.3)	37.6
Hawaii	681	22	703	(9,654)	67	(9,587)	(100.0)	216.1	(99.0)
Idaho	1,038	(44)	994	204	(54)	150	39.3	(100.0)	26.2
Illinois	7,887	NA	7,887	(2,105)	NA	(2,105)	(28.3)	NA	(28.3)
Indiana	152	NA	152	(9)	NA	(9)	(0.3)	NA	(0.3)
Iowa	683	29	712	(151)	9	(142)	(53.2)	9.5	(37.5)
Kansas	1,496	23	1,519	(119)	NA	(5)	(53.8)	NA	(2.3)
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	685	10	695	(1,078)	NA	(1,078)	(42.1)	NA	(42.1)
Maine	(281)	68	(213)	(756)	146	(610)	(61.1)	*	(49.3)
Maryland	(156)	35	(121)	(27)	1	(26)	(100.0)	1.1	(21.7)
Massachusetts	302	4	306	256	0	256	6.0	0.0	5.9
Michigan	(392)	NA	(392)	197	NA	197	1.1	NA	1.1
Minnesota	2,617	NA	2,565	561	NA	511	326.2	NA	230.2
Mississippi	107	198	305	265	30	295	135.2	1,000.0	148.2
Missouri	611	(76)	535	NA	NA	NA	NA	NA	NA
Montana	172	17	189	NA	NA	(1,388)	NA	NA	(31.8)
Nebraska	581	18	599	270	4	274	94.4	12.9	86.4
Nevada	1,681	(3)	1,678	766	9	775	357.9	69.2	341.4
New Hampshire	(31)	20	(11)	87	3	90	32.1	12.5	30.5
New Jersey	(2,356)	(899)	(3,255)	0	NA	0	*	NA	*
New Mexico	(9,198)	NA	(9,198)	(7,665)	NA	(7,665)	(31.6)	NA	(31.6)
New York	15,970	679	16,649	13,875	1,389	15,264	478.0	9.8	89.2
North Carolina	1,026	NA	996	(689)	NA	(689)	(72.0)	NA	(72.0)
North Dakota	1,334	1,058	2,392	1,627	957	2,584	34.2	256.6	50.4
Ohio	2,021	159	2,180	(4,478)	(107)	(4,585)	(74.4)	(42.3)	(73.1)
Oklahoma	1,799	46	1,845	(11,950)	NA	(10,866)	(88.5)	NA	(78.9)
Oregon	5,048	NA	5,048	(1,253)	NA	(1,253)	(28.3)	NA	(28.3)
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	17	NA	510	(7,632)	NA	(7,632)	(100.0)	NA	(100.0)
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	2,454	(184)	2,270	2,211	(610)	1,601	276.7	(30.1)	56.6
Tennessee	(1,010)	(14)	(1,024)	(49)	(31)	(80)	(49.5)	(100.0)	(61.5)
Texas	19,272	(637)	18,635	22,801	NA	22,801	86.6	NA	86.6
Utah	8,765	(27)	8,738	9,360	(27)	9,333	80.3	(100.0)	79.9
Vermont	75	5	80	43	25	68	20.3	*	32.1
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	5,431	237	5,668	0	157	157	*	237.9	237.9
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	142	369	511	232	371	603	30.4	1,091.2	75.6
Wyoming	25	52	77	(103)	24	(79)	(10.5)	49.0	(7.6)
Total U.S. and D.C.	194,404	2,798	197,202	7,187	5,092	7,912	1.6	21.8	1.7
American Samoa	620	(674)	(54)	152	(306)	(154)	2.4	(49.2)	(2.2)
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	753	(14)	739	180	(14)	166	5.4	(0.8)	3.3
Palau	(502)	(161)	(663)	(2,090)	(420)	(2,510)	(78.1)	(51.9)	(72.0)
Puerto Rico	603	294	897	503	294	797	1.9	13.3	2.8
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	195,969	2,243	198,212	5,184	4,646	5,463	1.1	16.2	1.0

a/ Data not reported

Table B7 Number and Percent of LEP Students Served by Federal, State and Local Programs by State and by Type of Program: 1991-92

State	Chapter 1		Migrant		Even Start		Emergency Immigrant		Special Education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	NA	NA	NA	NA	0	0.0	0	0.0	NA	NA
Alaska	1,174	9.7	1,101	9.1	36	0.3	0	0.0	1,430	11.9
Arizona	13,555	17.8	4,087	5.4	148	0.2	16,001	21.1	8,289	10.9
Arkansas a/	—	—	—	—	—	—	—	—	—	—
California	436,477	40.5	98,185	9.1	NA	NA	348,068	32.3	62,458	5.8
Colorado	831	3.3	1,984	7.9	0	0.0	2,083	8.3	191	0.8
Connecticut	8,467	50.7	1,972	11.8	4	0.0	3,857	23.1	2,389	14.3
Delaware	NA	NA	0	0.0	0	0.0	0	0.0	NA	NA
District of Columbia	556	15.6	127	3.6	154	4.3	3,461	97.4	255	7.2
Florida	20,453	21.0	4,897	5.0	2,155	2.2	33,510	34.4	8,606	8.8
Georgia	828	10.4	573	7.2	NA	NA	3,848	48.4	157	2.0
Hawaii	0	0.0	0	0.0	0	0.0	2,904	27.8	0	0.0
Idaho	1,854	37.2	2,776	55.7	72	1.4	466	9.4	198	4.0
Illinois	805	0.9	2,036	2.3	NA	NA	38,944	44.7	2,599	3.0
Indiana	842	17.5	NA	NA	0	0.0	0	0.0	279	5.8
Iowa	407	9.2	473	10.7	NA	NA	224	5.1	76	1.7
Kansas	1,643	26.6	2,522	40.8	28	0.5	2,185	35.4	118	1.9
Kentucky	61	4.0	207	13.4	0	0.0	0	0.0	35	2.3
Louisiana	694	7.7	1,753	19.4	20	0.2	3,480	38.5	373	4.1
Maine	41	2.3	41	2.3	0	0.0	257	14.5	24	1.4
Maryland	1,879	14.9	0	0.0	6,219	49.4	292	2.3	94	0.7
Massachusetts	7,345	17.1	4,064	9.5	0	0.0	17,070	39.8	11,378	26.5
Michigan	NA	NA	25,408	69.2	1,907	5.2	3,618	9.9	NA	NA
Minnesota	3,389	21.4	675	4.3	31	0.2	1,390	8.8	880	5.6
Mississippi	1,055	34.5	182	6.0	16	0.5	0	0.0	225	7.4
Missouri	3,313	76.2	72	1.7	41	0.9	847	19.5	NA	NA
Montana	1,453	21.3	114	1.7	36	0.5	45	0.7	513	7.5
Nebraska	0	0.0	0	0.0	0	0.0	0	0.0	47	2.5
Nevada	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New Hampshire	128	11.3	NA	NA	NA	NA	NA	NA	26	2.3
New Jersey	14,852	31.3	270	0.6	NA	NA	21,293	44.8	1,368	2.9
New Mexico	22,775	35.4	2,480	3.9	143	0.2	4,781	7.4	12,933	20.1
New York	72,495	39.2	NA	NA	NA	NA	111,325	60.2	0	0.0
North Carolina	442	6.3	1,242	17.7	0	0.0	5	0.1	53	0.8
North Dakota	2,784	29.1	NA	NA	103	1.1	315	3.3	818	8.5
Ohio	1,261	11.3	313	2.8	NA	NA	1,672	15.0	559	5.0
Oklahoma	5,150	29.1	459	2.6	12	0.1	409	2.3	2,639	14.9
Oregon	NA	NA	1,260	10.0	30	0.2	3,657	29.0	625	5.0
Pennsylvania a/	—	—	—	—	—	—	—	—	—	—
Rhode Island	0	0.0	332	4.1	0	0.0	7,975	97.9	330	4.1
South Carolina	144	9.8	5	0.3	0	0.0	0	0.0	34	2.3
South Dakota	1,199	13.4	1	0.0	300	3.3	0	0.0	2,267	25.3
Tennessee	231	8.8	400	15.2	0	0.0	825	31.3	40	1.5
Texas	128,673	38.8	13,506	4.1	1,502	0.5	69,189	20.8	27,436	8.3
Utah	0	0.0	0	0.0	0	0.0	7,061	29.9	1,162	4.9
Vermont	100	17.2	0	0.0	0	0.0	0	0.0	40	6.9
Virginia a/	—	—	—	—	—	—	—	—	—	—
Washington	4,032	11.8	8,527	24.8	397	1.2	13,565	39.5	790	2.3
West Virginia a/	—	—	—	—	—	—	—	—	—	—
Wisconsin	1,331	8.8	260	1.7	14	0.1	1,198	7.9	974	6.4
Wyoming	312	15.6	62	3.1	40	2.0	0	0.0	24	1.2
Total U.S. and D.C.	763,011	32.2	182,366	7.7	13,408	0.6	725,820	30.6	152,732	6.4
American Samoa	0	0.0	0	0.0	0	0.0	0	0.0	46	0.4
Guam a/	—	—	—	—	—	—	—	—	—	—
Northern Marianas	0	0.0	0	0.0	0	0.0	0	0.0	199	2.4
Palau	1,588	56.3	0	0.0	0	0.0	0	0.0	193	6.8
Puerto Rico c/	NA	—	NA	—	NA	—	NA	—	NA	—
Virgin Islands	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total U.S., D.C., And Territories	764,599	31.5	182,366	7.5	13,408	0.6	725,820	29.9	153,170	6.3

a/ Data not reported.

b/ Florida reported a duplicated count in the State Bilingual Education category which was adjusted so as not to skew that national figures.

c/ Puerto Rico reported total participant counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis.

Table B7 (cont.) Number and Percent of LEP Students Served by Federal, State and Local Programs by State and by Type of Program: 1991-92

State	Vocational Education		TBE		DBE		SAIP		Recent Arrivals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	NA	NA	350	20.9	0	0.0	124	7.4	0	0.0
Alaska	NA	NA	294	2.4	0	0.0	278	2.3	0	0.0
Arizona	13,813	18.2	10,196	13.4	0	0.0	4,616	6.1	0	0.0
Arkansas a/	—	—	—	—	—	—	—	—	—	—
California	NA	NA	100,679	9.3	965	0.1	12,682	1.2	3,573	0.3
Colorado	0	0.0	461	1.8	0	0.0	1,040	4.2	0	0.0
Connecticut	417	2.5	379	2.3	1,000	6.0	0	0.0	0	0.0
Delaware	NA	NA	2	0.1	0	0.0	6	0.3	0	0.0
District of Columbia	116	3.3	200	5.6	0	0.0	947	26.6	0	0.0
Florida b/	21,087	21.7	3,659	3.8	150	0.2	720	0.7	NA	NA
Georgia	NA	NA	0	0.0	0	0.0	0	0.0	0	0.0
Hawaii	0	0.0	364	3.5	0	0.0	1,085	10.4	0	0.0
Idaho	722	14.5	336	6.7	0	0.0	50	1.0	0	0.0
Illinois	NA	NA	2,160	2.5	600	0.7	2,315	2.7	0	0.0
Indiana	159	3.3	215	4.5	0	0.0	50	1.0	0	0.0
Iowa	619	14.0	942	21.3	0	0.0	0	0.0	0	0.0
Kansas	958	15.5	0	0.0	0	0.0	226	3.7	0	0.0
Kentucky	410	26.6	87	5.6	0	0.0	30	1.9	8	0.5
Louisiana	0	0.0	648	7.2	0	0.0	919	10.2	0	0.0
Maine	46	2.6	299	16.9	0	0.0	870	49.2	96	5.4
Maryland	0	0.0	406	3.2	0	0.0	0	0.0	0	0.0
Massachusetts	0	0.0	5,377	12.5	749	1.7	412	1.0	0	0.0
Michigan	NA	NA	1,911	5.2	120	0.3	6,036	16.4	0	0.0
Minnesota	NA	NA	4,235	26.9	0	0.0	188	1.2	0	0.0
Mississippi	NA	NA	626	20.5	0	0.0	865	28.3	0	0.0
Missouri	NA	NA	425	9.8	0	0.0	78	1.8	0	0.0
Montana	712	10.4	1,901	27.9	0	0.0	373	5.5	0	0.0
Nebraska	0	0.0	202	10.9	0	0.0	144	7.8	0	0.0
Nevada	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New Hampshire	0	0.0	0	0.0	0	0.0	48	4.2	0	0.0
New Jersey	686	1.4	2,649	5.6	0	0.0	0	0.0	0	0.0
New Mexico	988	1.5	8,852	13.8	0	0.0	217	0.3	0	0.0
New York	0	0.0	19,468	10.5	1,058	0.6	4,803	2.6	NA	NA
North Carolina	8	0.1	253	3.6	0	0.0	5	0.1	0	0.0
North Dakota	NA	NA	1,384	14.4	0	0.0	0	0.0	0	0.0
Ohio	184	1.6	288	2.6	NA	NA	150	1.3	0	0.0
Oklahoma	1,396	7.9	1,420	8.0	60	0.3	879	5.0	308	1.7
Oregon	NA	NA	2,125	16.9	180	1.4	750	6.0	0	0.0
Pennsylvania a/	—	—	—	—	—	—	—	—	—	—
Rhode Island	125	1.5	0	0.0	0	0.0	700	8.6	120	1.5
South Carolina	0	0.0	125	8.5	0	0.0	0	0.0	0	0.0
South Dakota	NA	NA	1,332	14.9	0	0.0	195	2.2	0	0.0
Tennessee	0	0.0	NA	NA	NA	NA	NA	NA	NA	NA
Texas	25,637	7.7	7,623	2.3	1,122	0.3	2,984	0.9	834	0.3
Utah	0	0.0	85	0.4	0	0.0	512	2.2	86	0.4
Vermont	15	2.6	0	0.0	0	0.0	0	0.0	0	0.0
Virginia a/	—	—	—	—	—	—	—	—	—	—
Washington	NA	NA	5,695	16.6	0	0.0	139	0.4	1,695	4.9
West Virginia a/	—	—	—	—	—	—	—	—	—	—
Wisconsin	1,107	7.3	0	0.0	0	0.0	0	0.0	0	0.0
Wyoming	11	0.6	122	6.1	81	4.1	412	20.6	44	2.2
Total U.S. and D.C.	69,216	2.9	187,775	7.9	6,085	0.3	45,848	1.9	6,764	0.3
American Samoa	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Guam a/	—	—	—	—	—	—	—	—	—	—
Northern Marianas	2,792	33.6	0	0.0	0	0.0	0	0.0	0	0.0
Palau	0	0.0	468	16.6	0	0.0	680	24.1	0	0.0
Puerto Rico c/	NA	—	NA	—	NA	—	NA	—	NA	—
Virgin Islands	NA	NA	101	4.2	NA	NA	NA	NA	NA	NA
Total U.S., D.C., And Territories	72,008	3.0	188,344	7.7	6,085	0.3	46,528	1.9	6,764	0.3

a/ Data not reported

b/ Florida reported a duplicated count in the State Bilingual Education category which was adjusted so as not to skew that national figures

c/ Puerto Rico reported total participant counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis

Table B7 (cont.) Number and Percent of LEP Students Served by Federal, State and Local Programs by State and by Type of Program: 1991-92

State	Magnet Schools		Family English Literacy		Special Populations		State Bilingual		State ESL only	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	0	0.0	0	0.0	0	0.0	NA	NA	0	0.0
Alaska	0	0.0	0	0.0	303	2.5	12,056	100.0	0	0.0
Arizona	0	0.0	0	0.0	0	0.0	17,146	22.6	38,085	50.2
Arkansas a/	—	—	—	—	—	—	—	—	—	—
California	0	0.0	6,124	0.6	1,464	0.1	659,822	61.2	161,689	15.0
Colorado	0	0.0	12	0.0	160	0.6	1,155	4.6	9,401	37.6
Connecticut	0	0.0	0	0.0	0	0.0	12,848	76.9	2,368	14.2
Delaware	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
District of Columbia	0	0.0	0	0.0	0	0.0	209	5.9	3,252	91.5
Florida b/	NA	NA	250	0.3	80	0.1	83,825	86.2	83,825	86.2
Georgia	0	0.0	146	1.8	0	0.0	0	0.0	6,737	84.7
Hawaii	0	0.0	0	0.0	0	0.0	10,335	99.1	0	0.0
Idaho	0	0.0	0	0.0	0	0.0	0	0.0	4,247	85.3
Illinois	0	0.0	60	0.1	0	0.0	61,335	70.4	20,514	23.5
Indiana	0	0.0	206	4.3	0	0.0	915	19.0	715	14.8
Iowa	0	0.0	0	0.0	0	0.0	942	21.3	3,238	73.3
Kansas	0	0.0	0	0.0	0	0.0	417	6.7	2,278	36.9
Kentucky	0	0.0	0	0.0	0	0.0	780	50.5	0	0.0
Louisiana	62	0.7	0	0.0	0	0.0	0	0.0	3,646	40.3
Maine	0	0.0	0	0.0	40	2.3	NA	NA	NA	NA
Maryland	0	0.0	46	0.4	0	0.0	0	0.0	6,526	51.9
Massachusetts	0	0.0	0	0.0	0	0.0	38,043	88.7	NA	NA
Michigan	120	0.3	150	0.4	0	0.0	18,475	50.3	0	0.0
Minnesota	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Mississippi	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Missouri	0	0.0	0	0.0	0	0.0	2	0.0	185	4.3
Montana	0	0.0	0	0.0	0	0.0	0	0.0	94	1.4
Nebraska	0	0.0	0	0.0	0	0.0	202	10.9	1,063	57.3
Nevada	NA	NA	NA	NA	NA	NA	226	2.1	3,157	29.4
New Hampshire	0	0.0	0	0.0	0	0.0	39	3.4	123	10.8
New Jersey	0	0.0	0	0.0	0	0.0	118	0.2	NA	NA
New Mexico	0	0.0	0	0.0	0	0.0	74,421	115.7	58	0.1
New York	NA	NA	1,588	0.9	513	0.3	1,838	1.0	148,706	80.4
North Carolina	0	0.0	0	0.0	21	0.3	0	0.0	541	7.7
North Dakota	0	0.0	0	0.0	0	0.0	0	0.0	482	5.0
Ohio	0	0.0	0	0.0	0	0.0	3,018	27.0	2,815	25.2
Oklahoma	0	0.0	0	0.0	363	2.1	1,190	6.7	1,595	9.0
Oregon	0	0.0	375	3.0	430	3.4	0	0.0	25	0.2
Pennsylvania a/	—	—	—	—	—	—	—	—	—	—
Rhode Island	300	3.7	0	0.0	0	0.0	1,493	18.3	6,410	78.7
South Carolina	0	0.0	0	0.0	0	0.0	133	9.1	681	46.5
South Dakota	0	0.0	0	0.0	0	0.0	0	0.0	NA	NA
Tennessee	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Texas	572	0.2	212	0.1	340	0.1	152,553	46.0	129,366	39.0
Utah	0	0.0	0	0.0	0	0.0	NA	NA	NA	NA
Vermont	0	0.0	0	0.0	0	0.0	0	0.0	180	31.0
Virginia a/	—	—	—	—	—	—	—	—	—	—
Washington	0	0.0	0	0.0	92	0.3	7,387	21.5	0	0.0
West Virginia a/	—	—	—	—	—	—	—	—	—	—
Wisconsin	0	0.0	0	0.0	0	0.0	10,680	70.5	249	1.6
Wyoming	0	0.0	0	0.0	317	15.9	0	0.0	92	4.6
Total U.S. and D.C.	1,054	0.0	9,169	0.4	4,103	0.2	1,171,603	49.4	642,343	27.1
American Samoa	0	0.0	0	0.0	0	0.0	1,499	12.7	4,995	42.4
Guam a/	—	—	—	—	—	—	—	—	—	—
Northern Marianas	0	0.0	0	0.0	0	0.0	3,088	37.2	0	0.0
Palau	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Puerto Rico c/	NA	—	NA	—	NA	—	4,875	14.1	0	0.0
Virgin Islands	NA	NA	NA	NA	NA	NA	729	30.4	0	0.0
Total U.S., D.C., And Territories	1,054	0.0	9,169	0.4	4,103	0.2	1,181,794	48.6	647,338	26.6

a/ Data not reported

b/ Florida reported a duplicated count in the State Bilingual Education category which was adjusted so as not to skew that national figures

c/ Puerto Rico reported total participant counts in the federal program categories rather than LSP counts; therefore these data have been eliminated from this analysis

Appendix C

SEA Survey Form for 1991-92

OMB Approved 1885-0508
Expiration Date 10-31-95

U.S. DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

Survey of States' Limited English Proficient Persons and Available Educational Services School Year 1991-1992

Reporting Requirements

This survey is a major part of the required activities under Section 7032 of the Bilingual Education Act (20 U.S.C. 3302) and the State Educational Agency (SEA) Program regulations (34 CFR 548.10). The purpose of this survey is to collect information on the number of limited English proficient (LEP) persons in the State and the educational services provided or available to them.

The results of this survey will be used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available to LEP persons and to make funding decisions.

General Instructions

- All items of this survey form must be completed.
- Include the name of the state on every page.
- Use additional sheets when necessary; make reference to the appropriate page number and survey item.
- The information in Part I of this survey should be sent to all local educational agencies (LEAs) in the state. The LEAs should report this information back to the state, at which time the state will compile the results and submit to OBEMLA.

The information in Parts II and III of the survey are to be answered by the State Directors only.

Instructions for Completing Form

Part I

Section A

Items 1 and 2. Self-explanatory

Item 3. Count LEP students only one time even if they are served by more than one (1) Federal, State and/or Local programs, to avoid duplicating the student count.

Item 4(a). Self-explanatory

(b). For ESL only program, describe type of program, ie, ESL pullout, ESL self contained etc., in the space provided.

Do not include totals in this Item.

Item 5. Provide the count of LEP students who are not being served in programs. If all LEP students are being served by some educational program(s) such as those included under Title VII, because state law mandates that all LEP students be served, provide such information in this item.

Section B

Item 1. Provide number of LEP students who tested below the state norm in the listed subject areas as well as other areas you have tested. If state norm is not used, describe other criteria, and respond to this item utilizing that norm.

Item 2. Self-explanatory

Item 3. Provide number of LEP students who did not finish elementary or secondary school in school year 1991-1992, if available. Do not include students who dropped out of school during 1991-1992 but returned to school later during that year. Students who have relocated and reenrolled in other schools are not to be counted as drop-outs.

Part II

Section A. Provide the state definition for LEP, if available. If state has no LEP definition, make reference to that in this section.

Section B. Self-explanatory

Part III

Section A. Compare FY 1990-1991 enrollment data provided in Part I, Section A, Items 1 and 2, with FY 1991-1992 enrollment data for consistency in numbers. If numbers from the two years mentioned vary by 10% or more, provide explanation of such variance.

Section B. Self-explanatory

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State: _____

PART I
DATA INFORMATION

Complete items based on FY 1991-92 enrollment data.

A. STUDENT ENROLLMENT (Sec. 7021 (c)(2)(A)-(C)(i), (D)-(E) of the Bilingual Education Act).

1. The total number of K-12 students enrolled in:

   o public schools _____

   o non-public schools _____

   Total _____

2. The total number of LEP students (K-12) enrolled in:

   o public schools _____

   o non-public schools _____

   Total _____

3. The total number of LEP students enrolled in instructional programs specifically designed to meet their educational needs. (Note: Provide the total unduplicated count of LEP students enrolled in Federal, State and local programs. The combined total figures given in Item 3 and Item 5, should equal the total in Item 2, above.)

   o public schools _____

   o non-public schools _____

   Total _____

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State: _____

4. In this Section, please provide a count of LEP students enrolled in each of the following programs. If students ar enrolled in more than one Federal, state and local program, count them in each program, i.e., duplicated count.

a. Federal Programs

- o Chapter I, Title I, ESEA _____
- o Chapter I, Migrant _____
- o Even Start _____
- o Emergency Immigrant Education Assistance Program _____
- o Special Education _____
- o Vocational Education _____
- o ESEA Title VII
  - Transitional Bilingual Education (TBE) Program _____
  - Developmental Bilingual Education (DBE) Program _____
  - Special Alternative Instructional Program (SAIP) _____
  - Recent Arrivals (TBE and SAIP priorities) _____
  - Magnet Schools (DBE and SAIP priorities) _____
  - Family English Literacy Program _____
  - Special Populations Program _____
- o Other Federal Education programs (specify)

State: _____

b. State and/or Local Education Programs

o Bilingual Education Program _____

o ESL Only Program _____

o Other (Specify)

5. The total number of LEP students who are not enrolled in programs listed in Item #4 (above) and who need or could benefit from educational programs such as those assisted under Title VII:

(Note: The combined total figures given in Item 3 (unduplicated count) and Item 5 (LEP students who could benefit) should equal the total in Item 2 above.)

o public schools _____

o non-public schools _____

Total not enrolled in Programs _____

State: _____

B. EDUCATIONAL CONDITION OF LEP STUDENTS (Sec. 7021(c)(2)(C)(iii))

Indicate the number of LEP students in each of the categories listed below:

	Number of LEP Students Below State Norm	Instrument(s) Used
1. Area Tested		
. English Reading	_____	_____
. Mathematics	_____	_____
. Science	_____	_____
. Social Studies	_____	_____
. Other (Specify)	_____	_____

2. Number of LEP students retained in one or more grades during 1991-92, if available.

_____

3. Number of LEP students that have dropped out of school during 1991-92, if available.

_____

State: _____

The information under Parts II and III should be completed by the State Director only.

PART II
IDENTIFICATION CRITERIA (Sec. 7021(c)(2)(C)(ii))

A. Describe the criteria/definition used to identify LEP students. Include the percentile cutoff, if appropriate.

_____

_____

_____

_____

B. Check the method(s) used to identify LEP students in your State.

Student records _____

Teacher observation _____

Teacher interview _____

Referral _____

Parent information _____

Student grades _____

Home language survey _____

Informal assessment _____

Language proficiency test (specify) _____

Achievement test (specify) _____

Criterion referenced test (specify) _____

Other (specify) _____

_____

_____

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State: _____

PART III
INFORMATION FROM STATE DIRECTORS

Complete the following items based on current information for the 1991-92 school year.

A. FLUCTUATIONS IN DATA ON LEP STUDENTS

Explain any numbers in Item A.2 of Part I that vary from comparable 1990-91 numbers of LEP students by ten percent (10%) or more. Include in your explanation the extent to which this variance is a result of:

a) in or out migration; or

b) a state redefinition of limited English proficiency (LEP);

c) other (Specify)

and how these factors affected the LEP count.

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State: _____

B. DESCRIPTION OF PROGRAMS DESIGNED FOR LEP STUDENTS (Sec. 7021(c)(2)(D))

Describe briefly each Federal, State and Local program listed in Part I, Item A.4, that provide services to LEP students.

Program	Description

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